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Teaching English as a second language is the purpose of this curriculum guide developed for adult basic literacy classes within the Home Education Livelihood Program in New Mexico. The guide consists of 16 teaching units composed of conversations and exercises with teaching notes. Emphasis is on memorization through oral and written drills. A related document is RC 001 645. (JEH)

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HELP THROUGH LEARNING ENGLISH

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HOME EDUCATION LIVELIHOOD PROGRAM

NEW MEXICO

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INTRODUCTION

HELP THROUGH LEARNING ENGLISH is a cooperative effort of the Home Education Livelihood Program, Curriculum Committee. HELP Through Learning English is written solely for basic adult literacy classes in the Home Education Livelihood Program, New Mexico.

Mrs. Elizabeth Mitchell
December, 1965

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GENERAL TEACHING NOTES

TEACHING - HELP THROUGH LEARNING ENGLISH

To Learn a New Language

To learn to speak a new language, it is necessary (1) to learn to understand a body of words and sentences, (2) to learn how to say those words and sentences, (3) to memorize them, and (4) to put them to use in one's own life situation. Learning to read and to write the new language should accompany learning to speak it, for not only are reading and writing indispensable skills in today's world, but they can be very strong supports in learning to speak.

The teacher's functions in the language-learning process corresponds to the needs of the learner as outlined above. It is for the teacher to help the learner understand, orally produce, memorize, and practically apply the material set forth in the course of study. It is also for the teacher to help the learner read and write the things he has learned to understand and say. The role of the teacher and the responses he may expect from his class are illustrated in the following which shows how a teacher might present:

1. The teacher helps the class memorize the conversations. In this book, all the new material is presented in the form of conversations. The better they are memorized, the sooner the members of the class will begin to speak English in their everyday lives.

The oral practice is given primarily to help the class learn to say the conversations correctly, but it also goes a long way toward memorization. The practical application of the dialogues to the students' own situations is of great help in memorizing.

Reading and copying conversations are not only important for building these skills themselves, but they are very useful, indeed, for help in memorizing.

2. The teacher helps the learner put this lesson to use in everyday life. It is to further this learning that the material in this book is presented in conversational form.

The teacher guides the class in practice of greetings. He helps the students make the greetings their own. When you switch from the fictitious names in the book to the actual names of his students, limit the greetings to those proper for the actual time of day, thus making this part of the practice deal with present reality.

As the course continues and the class learns more conversations with more words and sentence patterns, the opportunities of relating this material to daily life increases. This presents a constant challenge and stimulus to teacher and class alike.

Perhaps a word of caution is in order here. We should always remember that practical application of English words and expression to everyday life cannot take place until those words and expressions are acquired by the learner. This acquisition comes only by thorough oral practice. Therefore, oral practice must come first and be very thorough.

3. The teacher helps the class. Until the learner masters a body of oral English, he can hardly profit by any attempt to do reading on his own. The blurbs are read aloud by the teacher and repeated by the class. Reading is involved in every exercise. At first this is largely reading by imitation and rote on the part of the class, but it is to be gradually built into recognition of more and more words, and at last, hopefully, into independent reading.

4. The teacher helps the class learn to write English. Writing, or printing, by the class does not come into our work until the final units. Its purposes are (a) to give practice in manuscript, and (b) to support the memorization of the conversations.

During the copying of class exercises, the teacher moves about the class observing the work of individuals, putting check marks on accurate copies, correcting incorrect ones.

As any individual finishes copying what is on the board, the teacher directs him to begin copying other conversations from the book.

For those in the class who write badly or not at all, the teacher has prepared in advance hand-printed copies of one or two selected conversations.

When the session ends, the students take home their books and unfinished copies of conversations. They will complete copying them at home.

Notes on Reviewing

Often much of what was thoroughly practiced at the previous lesson seems lost and forgotten. The teacher must be prepared for this and not be disappointed. To start the review of Unit One, for example, the following on the blackboard will help:

Good _______________, Mr. _________________.

Good _______________, Mr. _________________.

And this:

Good _______________, ____________ _________.

How are you?

Fine, _______ _______. How are ___________?

________, ___________ _________________.

If this is not sufficient, the teacher can say complete sentences and let the class repeat them. The teacher will soon be able to judge how much review drill is necessary. At the next session, the class will probably have no difficulty at all recalling the memory work and little difficulty in using it.

Reading and writing should be reviewed as proficiency in these skills develops.

A cumulative review of Units One through Five may well follow Unit Six; a review of One through Eight might follow Nine, and so on. It is best to give some advance material, even if not a whole unit, even in sessions that are devoted mainly to cumulative review. The sense of going ahead is very important for the people who study this book.

The question of whether to give written reviews is one that each teacher must answer for his own class. Certainly written reviews should be so well within the capacity of the class that most of the students are spared any sense of failure. Perhaps, if written work has been going well, a written lesson to cover Units One to Six might be given after the class finishes Unit Ten. Selections from exercises in the book might be used.

THE UNIT PLAN OF HELP THROUGH LEARNING ENGLISH

Conversation. These dialogues are designed to furnish, in progressive steps, English words and sentences that the learners need in their everyday lives. Many of the dialogues are to be memorized so that the material they contain can be readily used both inside and outside of class. The illustrations are designed to aid comprehension.

Exercises. All of the exercises are closely related to the conversations. Exercise A gives item by item practice of new words and expressions. Other exercises provide systematic drill on new sentence structures. The last exercise of most units calls for copying of conversations. Copying provides not only practice in writing or printing but also important reinforcement of oral learning.

A General Teaching Outline for Units Two to Sixteen

1. Review of material covered at the preceding session, and often of that covered in prior sessions. About half of class time should be given to reviewing.

2. The teacher reads the new conversations and the class listens. This gives the class an idea of the material as a whole. It is usually good for the class to follow, either in their books or on the overhead projection, while the teacher is reading.

3. Making the meaning clear is an objective of the teacher's initial reading. One way is by pointing at the illustrations accompanying the text. Other helps may be other pictures, objects, simple demonstrations, or well worked-out verbal sequences.

4. Oral practice should occupy about three fourths of class time. Nothing can take the place of clear hearing of words and sentences to be learned, and then repeating them until they are memorized.

5. Reading by members of the class.

6. Special exercises in pronunciation. This material is not included in the student's book; it will be found in the Unit by Unit suggestions.

7. Exercise A. Here are listed all new words and expressions. The list is to be given intensive three-fold drill.

8. Other exercises. Directives accompany each. Except for those that call for copying, all should be done orally in class.

9. Written work. As many exercises as possible should be written or hand-printed in class or as home assignments. All should be done on separate paper, handed to the teacher, corrected and returned.

10. Practical application of material. Many of the exercises direct the student to use his or her own name, place of residence, and the like in conversations. Unit Six, in the conversations with and about the Rivera family, provide models for asking any member of the class about his or her family and models for his or her replies. In conversations in other units, there is abundant opportunity for role playing by teacher and students. A word of caution: Keep inside the limitations of the sentence patterns practiced to date. A great deal can be said, and said right, within these limitations. The teacher need not hesitate to supply the names of things not given in the lesson from time to time.

The criterion of the thoroughness of the oral practice and memory work is how well the class can apply the material to and for themselves.

Thirty eight Words to Help Teach the Sounds of English

The words listed below provide a guide to the essential sounds of English and a list of symbols to indicate each sound.

Key Word	Sound	Key Word	Sound	Key Word	Sound
bee	ē	cup	u	hot	ŏ
pin	ĭ	moon	o͞o	coin	oi
face	ā	book	o͝o	house	ou
ten	ĕ	sofa	ō	I	ī
hat	ă	soft	ô		
bee	b	lamp	l	wall	w
chair	ch	map	m	shoe	sh
day	d	name	n	garage	[zh]
face	f	pen	p	theater	th
gate	g	room	r	that	[~~th~~]
hat	h	sofa	s	ring	ng
June	j	ten	t	you	y
kitchen	k	very	v	zoo	z

UNIT ONE

UNIT ONE TEACHING NOTES

1. The teacher helps the class understand. The teacher begins the session by projecting page 1 on the wall in front of the class, using the overhead projector. The pages in the book may be projected on the wall so that the teacher and class can look at them together. At first, the teacher presents the single words morning, afternoon, evening; these words are the key to the whole unit. The next step is to indicate in the first picture the two persons who exchange greetings suitable to morning, and then the greetings themselves. In this way, Conversations 1, 2, and 3 are interpreted in two short steps each. As the lesson progresses, comprehension is reinforced by using the proper greetings between teacher and class and between individual students. The use of proper names, first those in the book and then those of real people in the class, helps make the meaning clear.

Conversations 4, 5 and 6 build on Conversations 1, 2, and 3.

Comprehension of the items listed in Exercise A is no problem, for each has been encountered already in the conversations. Nor should there be any problem in Exercises B and C as the teacher guides the class.

Gestures and demonstrations convey to the class the directives they are to carry out in oral practice, in reading and in writing, so that the lesson went smoothly without the use of the students' native tongue. Thus we see that the lesson can be effectively taught by a teacher who does not know a word of his students' language.

Some teachers who do know that language, eliminate its use from the classroom so that during their lessons the class will learn how to depend solely on English for verbal communication. Other teachers use the native language, but very sparingly indeed, and then almost exclusively for interpreting the directives of exercises. If, however, you think it best to interpret the conversations wholly or in part by translation, the native language utterance should be given quickly and once only, and it should be followed immediately with thorough drill of the item in English. Time spent on translation tends to slow up the learning process.

2. The teacher helps the class say the items of the lesson understandably. The teacher endeavors first of all to let the class hear the word, phrase, or sentence very clearly. Thus, he says the word morning three times. He is careful not to say morning, morning, morning like words in a series, with the voice rising on the first two utterances and falling on the third. He is careful to repeat the word as three complete utterances: Morning, Morning. Morning. The tone falls at the end of each utterance. This is important as varying the tone can confuse the learner so that he will not know how to imitate what the teacher says.

The teacher goes on in scene after scene, having the class imitate his three-fold utterances in three-fold repetition. Why three-fold? To make the item as clear as possible both in hearing and imitating. Why not four or five times? Because after three, attention flags.

Several things are accomplished by this repeating/imitating routine. (a) It releases the learner's natural impulse to imitate the teacher's utterance. (b) The learner begins to exercise the muscles of his speech organs. (c) An association between hearing, muscular motion, and meaning begin to develop.

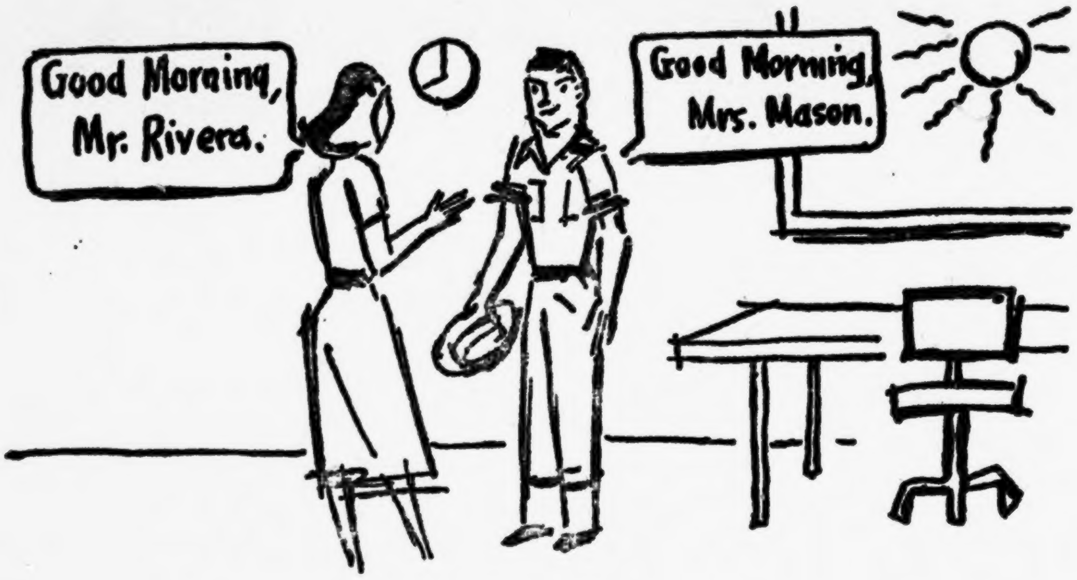
The first imitation of the teacher's speaking is in chorus. This gives everyone in the class a chance to begin. It also helps shy persons and slow persons practice without fear of ridicule.

Individual repetition of expressions tells the teacher exactly which individuals are having trouble with pronunciation. The teacher can then give correction and help where needed.

The purpose of Exercise A is to give some attention to individual words and expressions introduced in the conversations. (There is an exercise like this in each unit in the book.) This is a reinforcing exercise. It is also an exercise that builds for future lessons, when many of these words and expressions will be used in other contexts.

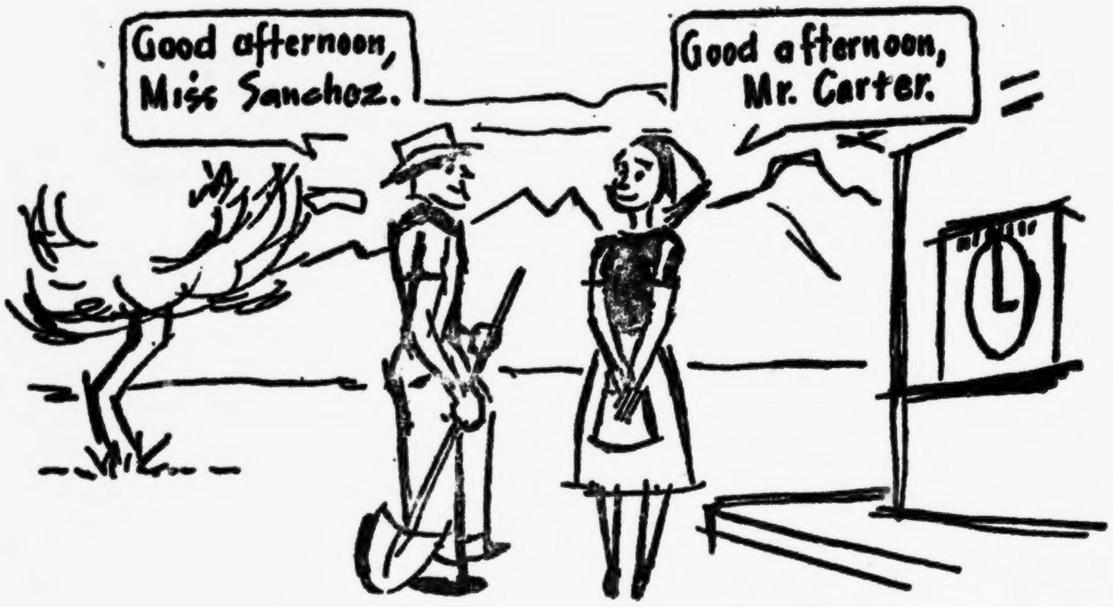
CONVERSATIONS

1.


Good Morning, Mr. Rivera.
Good Morning, Mrs. Mason.

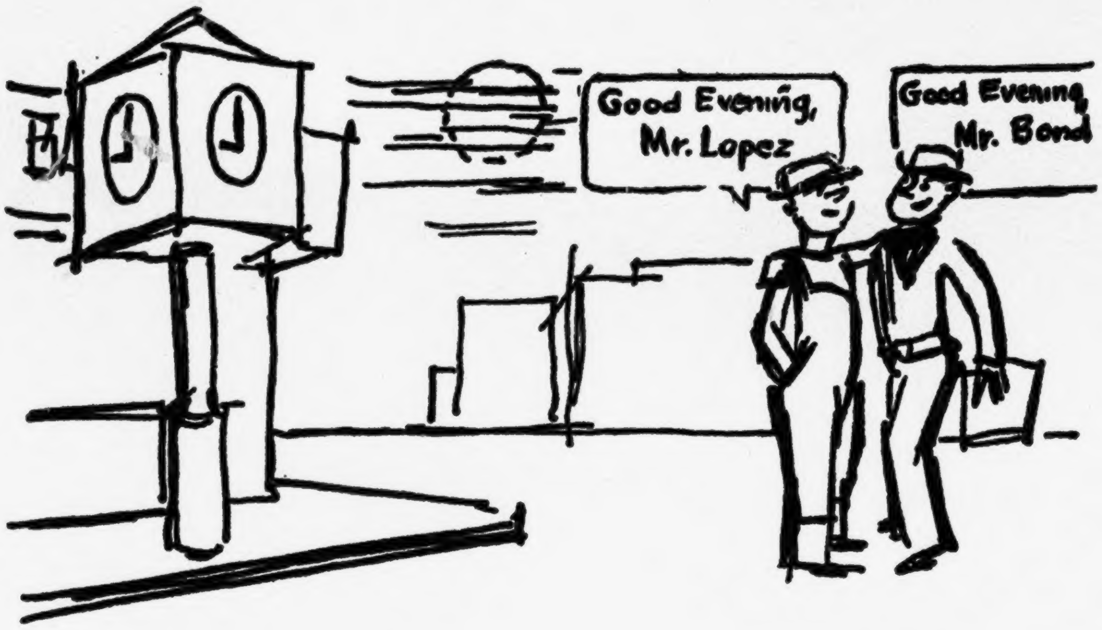
1. Good morning, Mr. Rivera.
2. Good morning, Mrs. Mason.

2.


Good afternoon, Miss Sanchez.
Good afternoon, Mr. Carter.

1. Good afternoon, Miss Sanchez.
2. Good afternoon, Mr. Carter.

3.


Good Evening, Mr. Lopez
Good Evening, Mr. Bond

1. Good evening, Mr. Lopez.
2. Good evening, Mr. Bond.

4.

1. Good morning, Mr. Romero. How are you?
2. Fine, thank you, Mrs. Mason. How are you?
1. Fine, thank you.

5.

1. Good afternoon, Miss Sanchez. How are you?
2. Very well, thank you, Mr. Carter. How are you?
1. Very well, thank you.

6.

1. Good evening, Mr. Lopez. How are you?
2. Fine, thank you, Mr. Bond. How are you?
1. Very well, thank you.

Excercise A. Pronounce each of the following after your teacher. Memorize them.

Mr. (Romero)
Mrs. (Mason)
Miss (Sanchez)

good
morning
afternoon
evening

How are you?
Fine, thank you.
Very well, thank you.

Excercise B. Complete the following. Use the names of people you know.

1

1. Good afternoon, _________ _________.
2. ____ _________, _________ _________.

2

1. Good _________, Good __________,
2. ____ _________. ____ __________.

3

1. Good _________, Good __________,
2. ____ _________. ____ __________.

Excercise C. Copy conversations 4, 5, 6.

UNIT TWO

UNIT TWO TEACHING NOTES

This happens to be a unit better taught in an order different from the General Teaching Outline. In this unit the practical application should precede the study of the conversations instead of following, as in other units.

The class might begin this unit by learning to say the English alphabet, since each one is to learn to spell his or her own name orally. Use the alphabet on page 6 . Members of the class who are starting from scratch to learn the alphabet will not fully master it in one session, but a good beginning can be made.

Begin work on conversations with books closed and without using the projector. The class needs first to learn the word name. If the teacher writes his own and two or three students' names on the board, and pointing at each says, "A name", the class will understand, and will be able to pronounce a name.

Continue to withhold the printed page, but say to one of the class whose name is on the board, "What is your name?" He will doubtless be ready to answer, for example, "Robert Ortiz." This is good. The question should be orally put to others, who will also answer with just the name.

Next the teacher might put on the board and then read:

My name is James Brown.

My last name is Brown. B - R - O - W - N.

By erasing from the sentences his name, the teacher now leaves on the board:

My name is __________ _______________.

My last name is _______________. _ _ _ _ _.

Now the following is possible:

TEACHER: What is your name?

STUDENT: My name is Carmen Sena.

TEACHER: What is your last name?

STUDENT: My last name is Sena.

TEACHER: How do you spell Sena?

STUDENT: S - E - N - A.

This may be repeated with several members of the class. Some will need help with the oral spelling, and the help should be given promptly and followed by quick reinforcing drill.

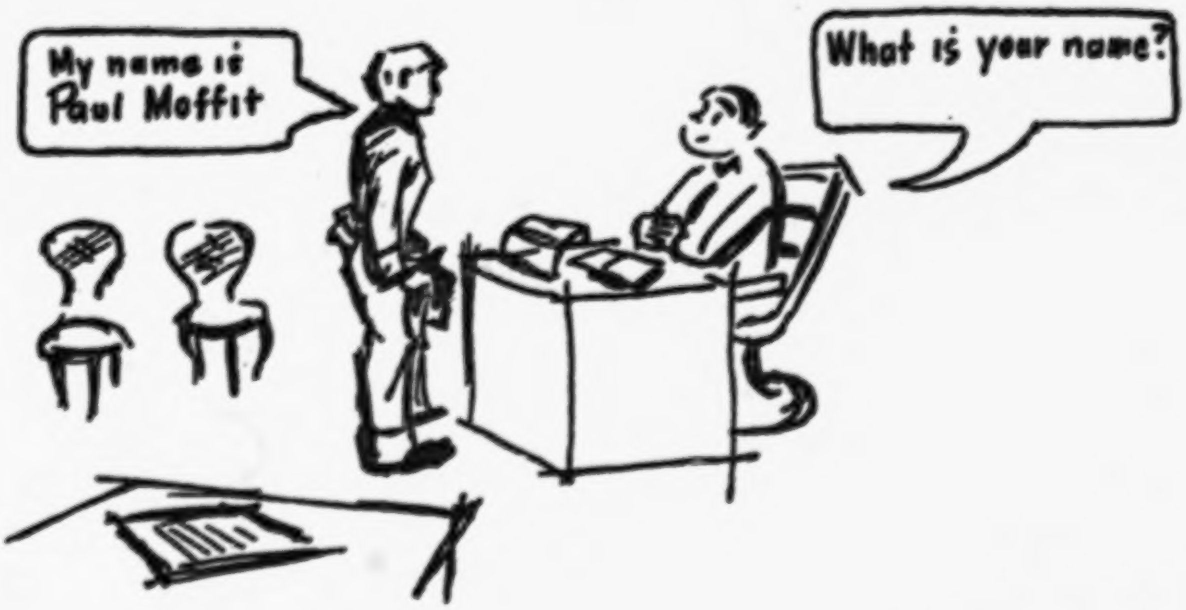
After this practice, the class is ready to see Conversations 1, 2, and 3 in the printed material.

Observe that What is your name? My name is ________________, and How do you spell your name? and other sentences listed in Exercise A, page 5, are presented as complete entities; they should not be broken down into separate words at this time. The context of the conversations makes these sentences easy to understand and use.

The other items for teaching this unit may follow the General Outline on page F.

CONVERSATIONS

1.


My name is Paul Moffit
What is your name?

1. What is your name?
2. My name is Paul Moffit.

1. How do you spell Moffit?
2. M-O-F-F-I-T.

1. Thank you.
2. You're welcome.

2.

1. What is your name?

2. Mary Ojinaga.

1. How do you spell your last name?

2. O-J-I-N-A-G-A.

1. Thank you. Are you Miss Ojinaga, or Mrs. Ojinaga?

2. Miss Ojinaga. I am not married. I am single.

3.

1. What is Mr. Bond's first name?

2. It is Hillery.

1. How do you spell it?

2. You spell it H-I-L-L-E-R-Y.

EXERCISES

Exercise A. Pronounce each of the following after your teacher. Memorize them.

alphabet
name
your name
my name
(Mr. Bond's) first name
What is your name?
last name

My name is (Paul Moffit).
How do you spell (your name)?
You spell it (M-O-F-F-I-T).
You're welcome.
Are you (married or single)?
I am (single).
I am not (married).

Exercise B. Complete these conversations. Make the answers true for yourself.

1.

1. What is your name?

2. My name is ____________ ____________.

2.

1. How do you spell your last name?

2. You spell it __________________.

1. Thank you.

2. You're welcome.

3.

1. What is your first name?
2. My first name is _______________.
1. How do you spell it?
2. You spell it _______________.

4.

1. Are you married or single?
2. I am _____________. I am not ____________.

Exercise C. Copy the list in Exercise A.

Exercise D. Copy the English alphabet. Copy both capital and small letters on the following page.

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq Rr

Ss Tt Uu Vv Ww

Xx Yy Zz

UNIT THREE

Unit Three Teaching Notes

The General Outline may be followed in full for this unit. Do not overlook the review.

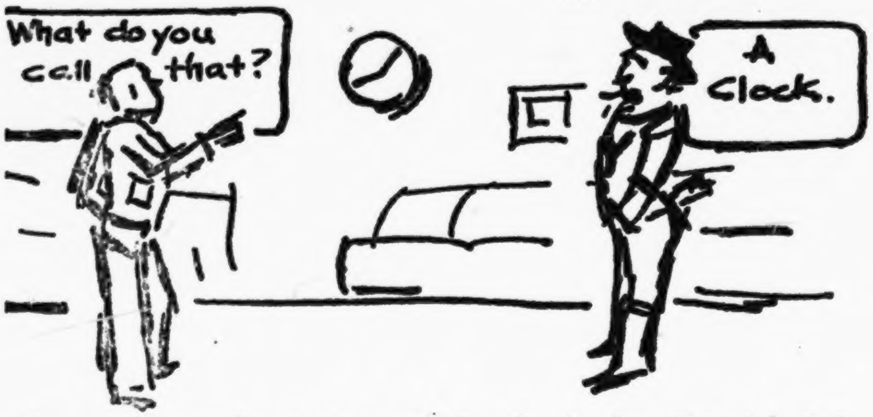
Items for special pronunciation practice should include a review of How do you spell your name? and a review of the position of the tongue for th.

The th in this, and that, takes the same position as the th in thank you, but it is a voiced sound in this and that. Practice saying these words.

Since native speakers of English often use this and that interchangably, no special point need be made at this time to differentiate between them in meaning. A better use of the time is to have the class practice their pronunciation by imitating that of the teacher.

CONVERSATIONS

1.


What do you call that?
A Clock.

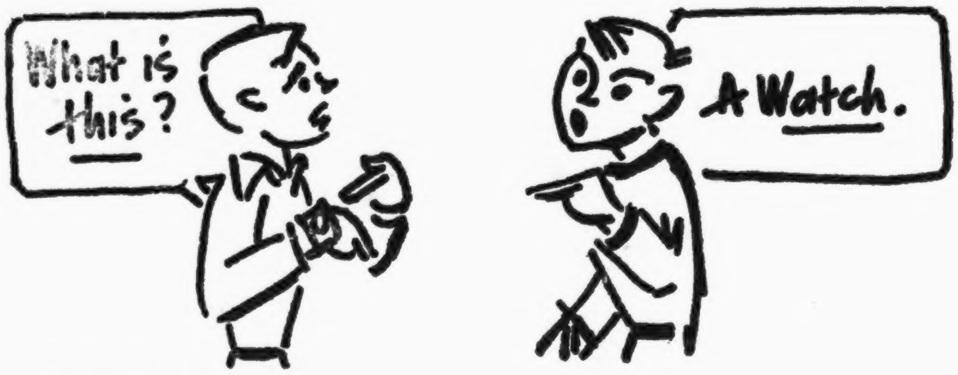
1. What do you call that in English?

2. A clock.

1. What do you call this?

2. A watch.

2.


What is this?
A Watch.

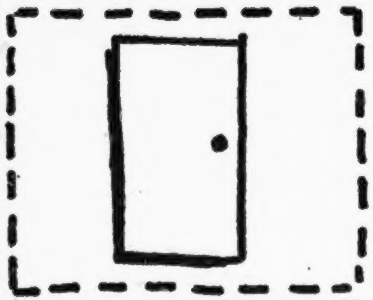
1. What is this?

2. A watch. It is a watch.

1. What is that?

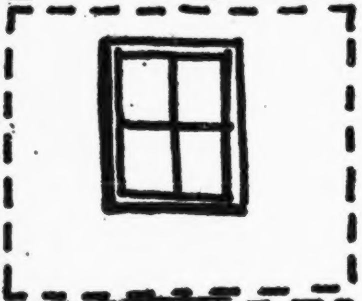
2. A clock. It is a clock.

3.



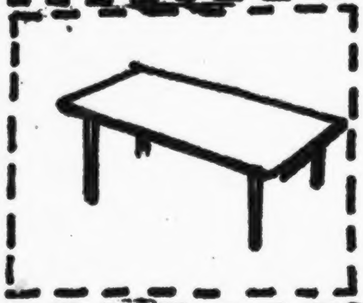
What is that?

It is a door.



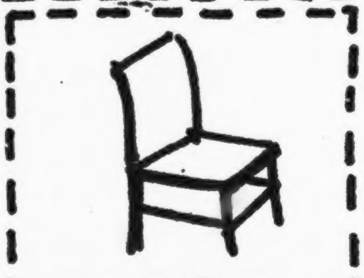
What is that?

It is a window.



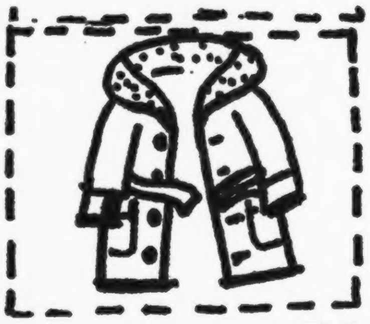
What is this?

It is a table.



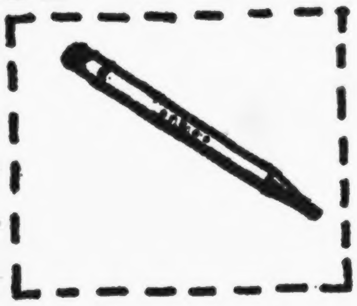
What is this?

It is a chair.



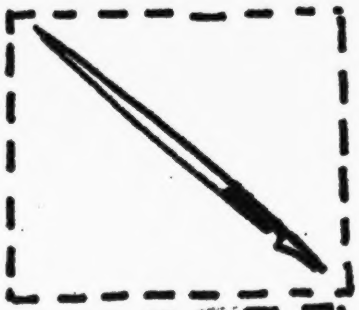
What is this?

It is a coat.



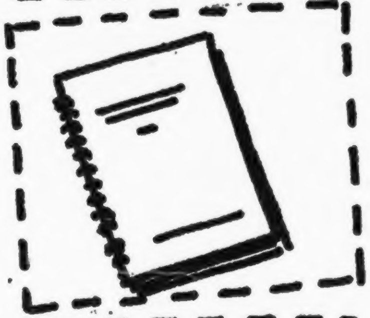
What is this?

It is a pencil.



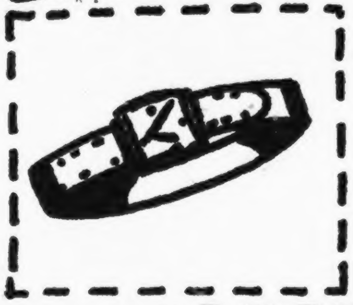
What is this?

It is a pen.



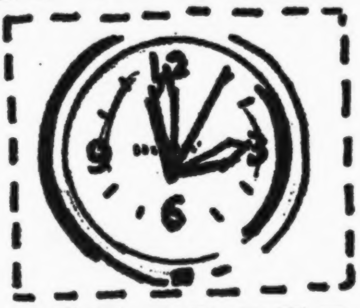
What is this?

It is a book.



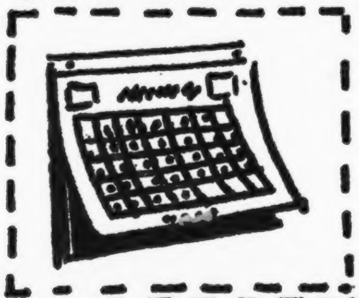
What is this?

It is a watch.



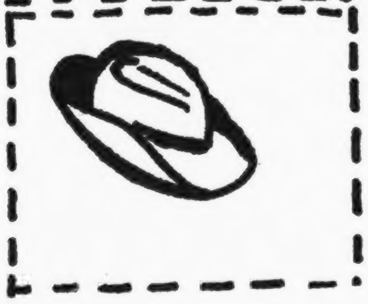
What is that?

It is a clock.



What is that?

It is a calendar.



What is this?

It is a hat.

Exercise A. Pronounce each of the following after your teacher. Memorize them.

English
in English
that
this
What do you call (that) in English?
What is this (this)?
It is a (watch).

a clock
a watch
a door
a window
a table
a chair
a coat

a hat
a pencil
a pen
a notebook
a calendar

Exercise B. Copy the questions and answers in Conversation 3.

Exercise C. Copy Conversation 1.

Exercise D. Ask a question about each thing in Conversation 3 and answer the question. Use the question form of Conversation 1.

Examples: What do you call that in English?

A door.

What do you call this in English?

A chair.

UNIT FOUR

UNIT FOUR TEACHING NOTES

The General Teaching Outline applies here.

Before doing the conversation, introduce orally a farm, a field, fields, a tree, and trees, having the class drill on the words. The singular-plural concept will be clear simply by indicating for example, one tree and saying a tree, then indicating two or more and saying trees. Of course the class should hear and repeat a tree and trees several times. At each repetition, the teacher should point to the corresponding object or objects in the picture.

Some time should be devoted to the practice of this and these, that and those, to make sure of clear differentiation between singular and plural.

In the practice of Exercise A, the final s, z and iz sounds of the plural nouns need special attention so that the class will enunciate them clearly. Memorization is the way for the class to learn which nouns have an extra syllable in the plural. There is a rule, but at this point, it is probably better to stay with specific words than to attempt to apply rules.

The beauty of patterns like those diagrammed in Exercise B is that when once they are memorized, any number of correct sentences can be made like them by a simple substitution of one word.

With this on the board

What is this? It is ____________________.

a good drill can be conducted by showing or pointing at an object, so that this kind of dialogue results.

TEACHER (touching a chair): What is this?

STUDENT A: It is a chair.

TEACHER (holding up a watch): What is this?

STUDENT B: It is a watch.

With the plural pattern also on the board, this can easily be done:

TEACHER (holding up two books): What are these?

STUDENT C: They are books.

Students can also ask the questions of other students. A drill on singular and plural forms can be done like this:

TEACHER (holding up one book): Miss Sena, question; Mr. Cortez, answer.

MISS SENA: What is that?

MR. CORTEZ: It is a book.

TEACHER (holding up two books): Miss Sanchez, question; Mrs. Bernal, answer.

MISS SANCHEZ: What are those?

MRS. BERNAL: They are books.

Drill on these sounds and words:

farm (final m)

name

field (long e)

tree, trees

Practice to differentiate between this and these, that and those.

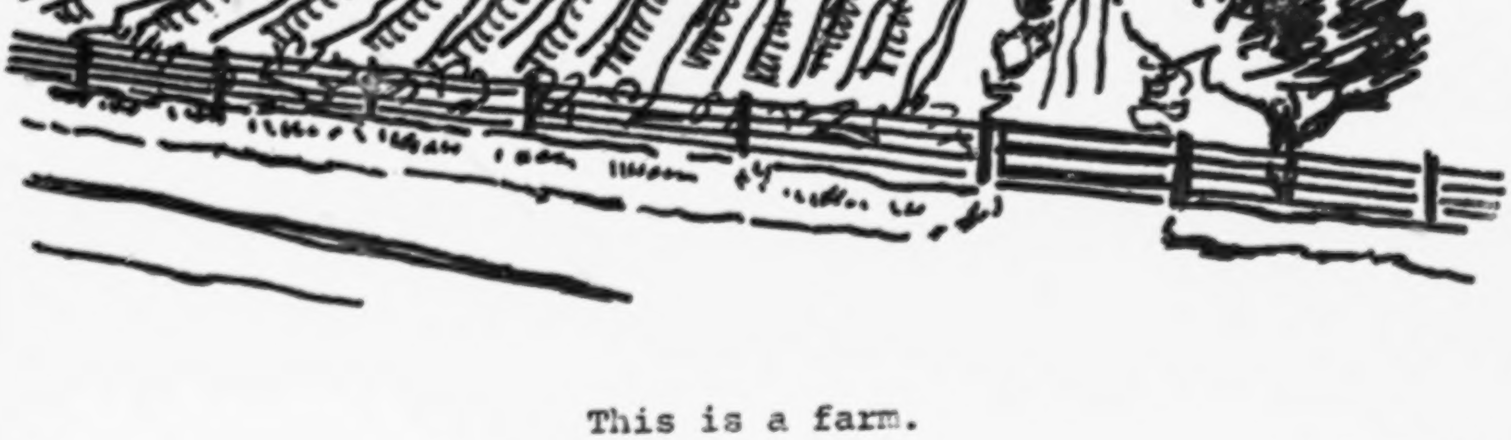
CONVERSATIONS

1.

1. What do you call that in English?
2. You call it a farm.
1. What do you call those in English?
2. You call them fields.
1. What is that?
2. It is a tree.

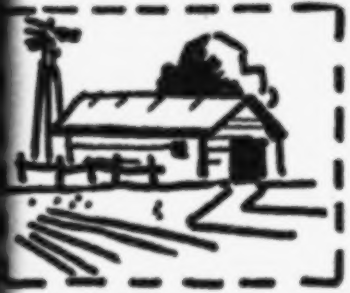
2.

1. What is the plural of a tree?
2. It is trees.
1. What is the singular of fields?
2. It is a field.



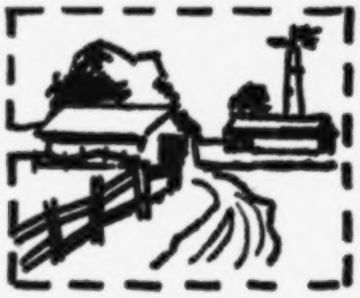
This is a farm.

3.



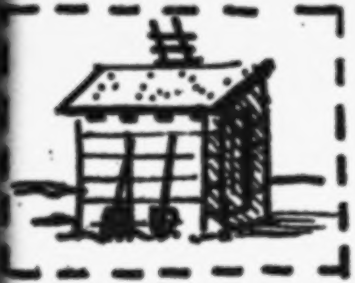
What is that?

It is a barn.



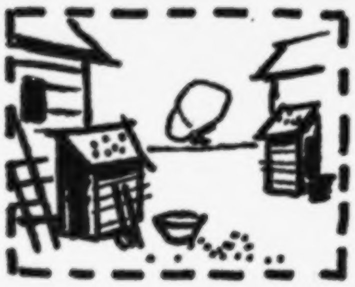
What are those?

They are barns.



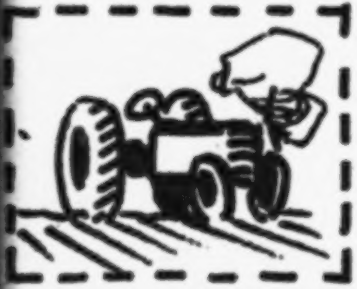
What is that?

It is a shed.



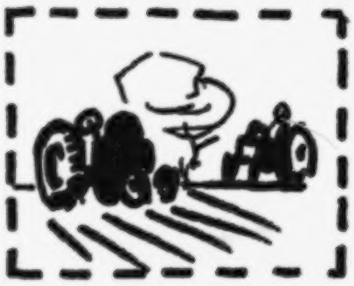
What are those?

They are sheds.



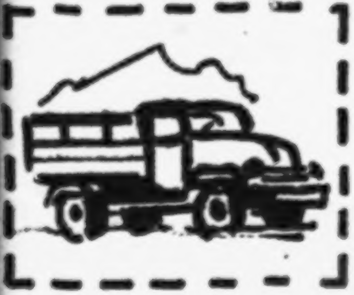
What is that?

It is a tractor.



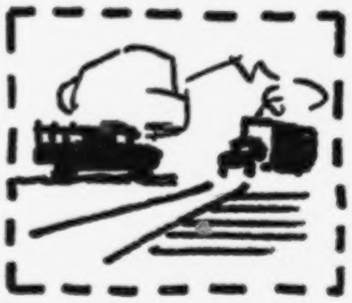
What are those?

They are tractors.



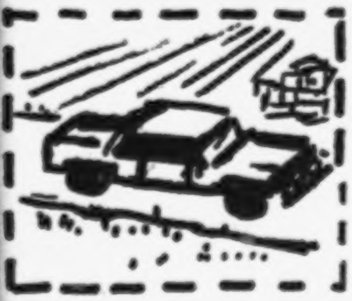
What is that?

It is a truck.



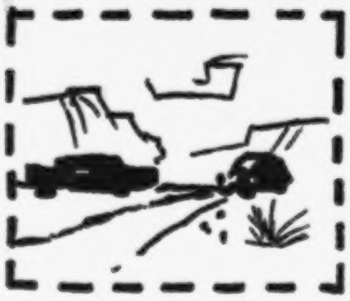
What are those?

They are trucks.



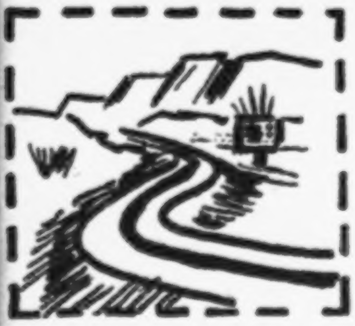
What is that?

It is a car.



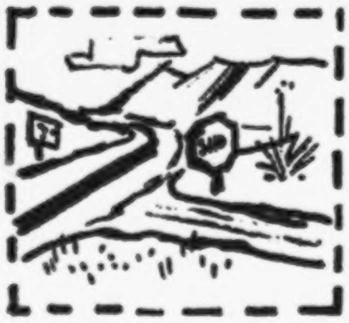
What are those?

They are cars.



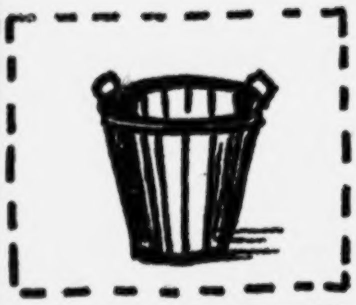
What is that?

It is a road.



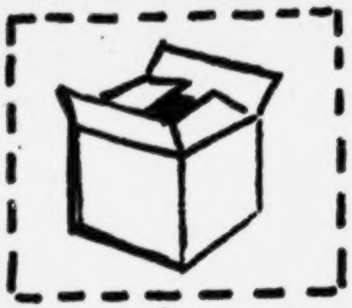
What are those?

They are roads.



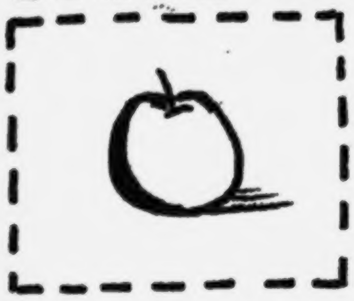
What is this?

It is a basket.



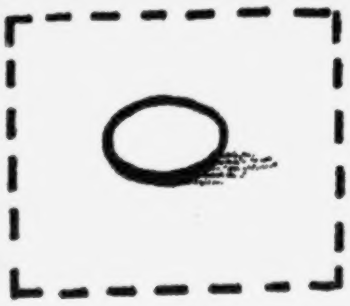
What is this?

It is a box.



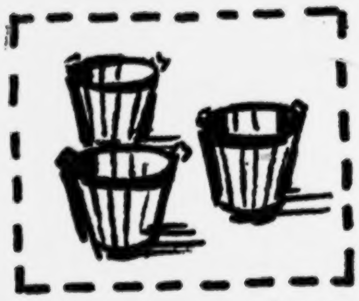
What is this?

It is an apple.



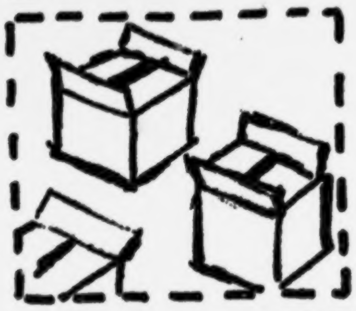
What is this?

It is an egg.



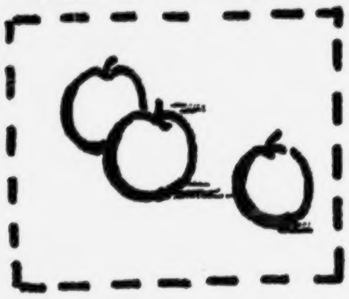
What are these?

They are baskets.



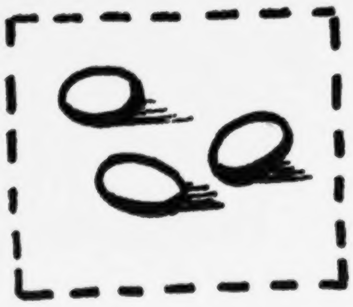
What are these?

They are boxes.



What are these?

They are apples.



What are these?

They are eggs.

Exercise A. Pronounce these singular and plural words after your teacher.

Singular	Plural
an apple	apples
a barn	barns
a calendar	calendars
a car	cars
a chair	chairs
a door	doors
an egg	eggs
a farm	farms
a field	fields
a pen	pens
a pencil	pencils
a road	roads
a shed	sheds
a table	tables
a tractor	tractors
a tree	trees
a window	windows

Singular	Plural
a basket	baskets
a book	books
a clock	clocks
a coat	coats
a hat	hats
a truck	trucks

Singular	Plural
a box	boxes
a house	houses
a watch	watches

Exercise B. Using the following pattern, make singular and plural questions about some of the things listed in exercise A.

Singular

Questions	Answers
What is this?	It is a table.
What is that?	It is a door.

Plural

Questions	Answers
What are these?	They are tables.
What are those?	They are doors.

Exercise C. Using sentences like those in Conversation made six or more questions and answers about things listed in Exercise A. Follow the examples.

Examples: What is the plural of an apple?

It is apples.

What is the singular of watches?

It is a watch.

Exercise D. If you have time, make five singular and five plural questions and answers like those in Conversation A.

Examples: What do you call that in English?

You call it a car.

What do you call those in English?

You call them trucks.

UNIT FIVE

UNIT FIVE TEACHING NOTES

As the General Teaching Outline is followed, it should be observed that the conversations in this unit introduce the shortened forms *what's* for *what is*, *it's* for *it is*, etc. Comprehension of these forms is not hard if they are once seen for what they are and practiced aloud sufficiently.

The question form *Is this a shirt?* requiring a *yes* or *no* answer is not hard to understand, but it requires a surprising amount of practice. We have all heard make shift questions from non-English speakers like, "Thees ees a shirt -- No?" Oral practice will prevent such verbal misuse.

The question form *Is this (a jacket) or (a coat)?* may seem so like the *yes*/*no* question form as to confuse the student at first. Again, thoroughness of practice is the solution both for the problem of comprehension and that of usage.

The overhead projector can be of immense assistance in introducing all the material.

Preliminary reading practice can be done from projections, and it should be followed with reading from the books. The better use books are put to in class, the more the learners will study them between lessons.

The large number of exercises suggest that double time be allotted to Unit Two. Probably it is not feasible for all of the exercises to be written after their oral practice, but surely some can be written.

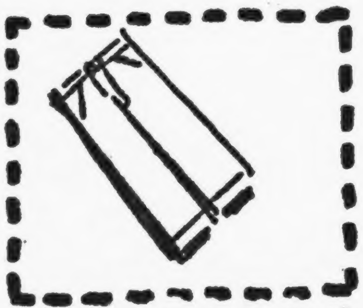
As special pronunciation drill, work on

ssspell (not espell)	spell
ssskirt	skirt
ssstockings	stockings

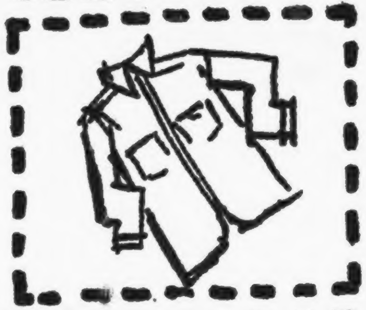
Review other words that are troublesome.

CONVERSATIONS

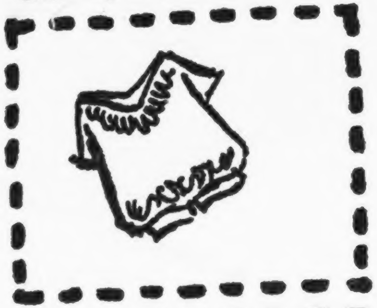
1.



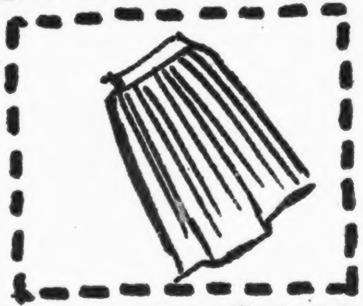
1. What do you call this in English?
2. A pair of pants.



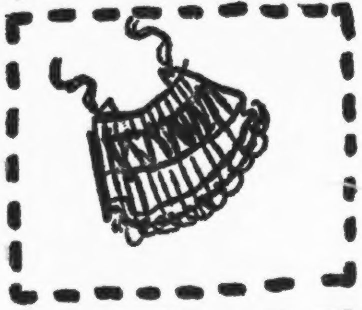
1. What's that?
2. It's a shirt.



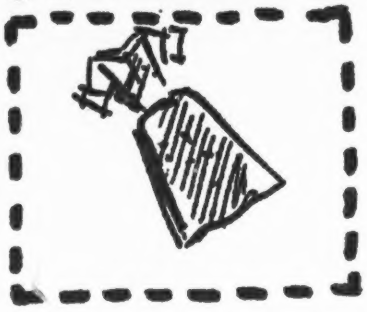
1. Is this a shirt?
2. No, it isn't. It's a blouse.



1. What do you call this?
2. It's a skirt.

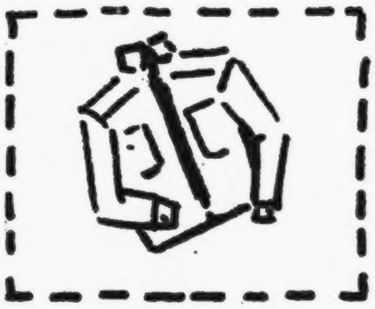


1. Is this a skirt too?
2. No, it isn't. It's an apron.



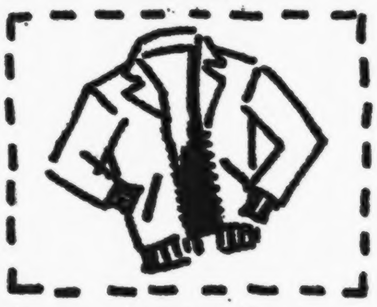
1. What's that?
2. It's a dress.

2.



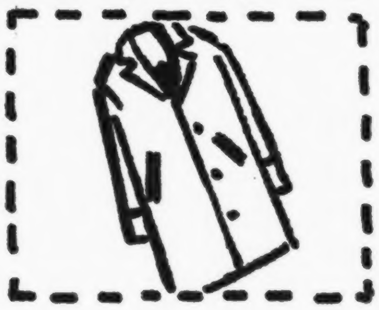
1. Is that a shirt?

2. Yes, it is.



1. Is this a shirt?

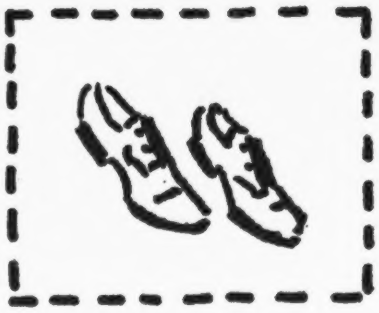
2. No, it isn't. It's a jacket.



1. Is this a jacket or coat?

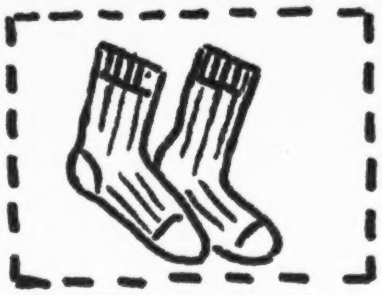
2. It's a coat.

3.



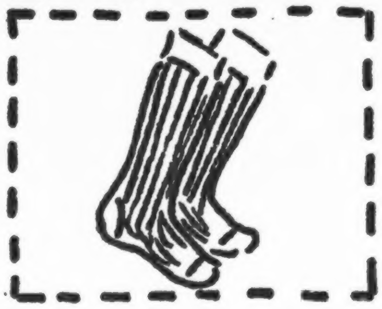
1. What do you call those in English?

2. You call them shoes.
   That is a pair of shoes.



1. What do you call those?

2. You call them socks.
   That is a pair of socks.



1. Is this a pair of socks?

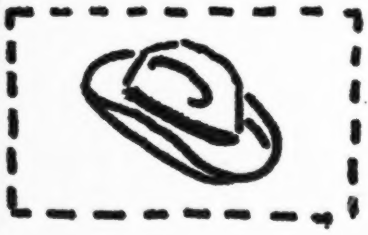
2. No, it isn't. It's a pair of stockings.

EXERCISES

Exercise A. Practice pronouncing these words after your teacher.

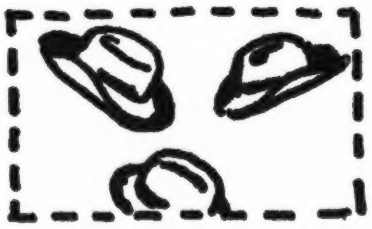
a pair of pants	pairs of pants	a shoe	shoes
a shirt	shirts	a pair of shoes	a pair of shoes
a blouse	blouses	a sock	socks
a skirt	skirts	a pair of socks	a pair of socks
an apron	aprons	a stocking	stockings
a dress	dresses	a pair of stockings	a pair of stockings
a jacket	jackets		

Exercise B. Practice the questions and answers in the following, completing those that are incomplete. Learn the patterns.



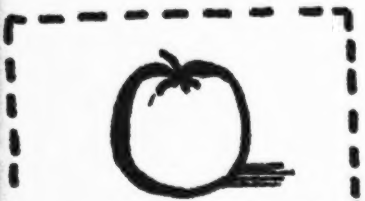
1.
Is this a coat?
No, it is not.

Is it a hat?
Yes, it is.



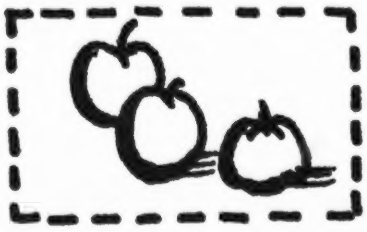
2.
Are these coats?
No, they are not.

Are they hats?
Yes, they are.



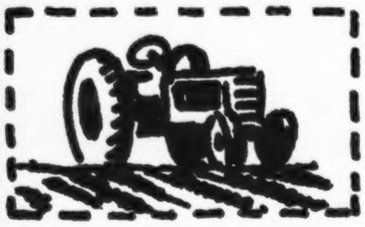
3.
Is this an egg?
No, it is not.

Is it an apple
Yes, it is.



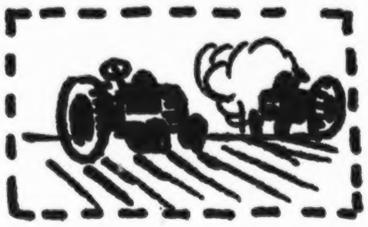
4.
Are these eggs?
No, they are not.

Are they apples?
Yes, they are.



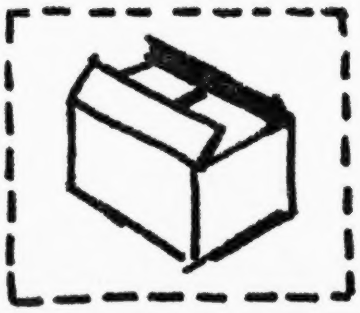
5.
Is that a car?
No, it is not

Is it a tractor?
Yes, __________.



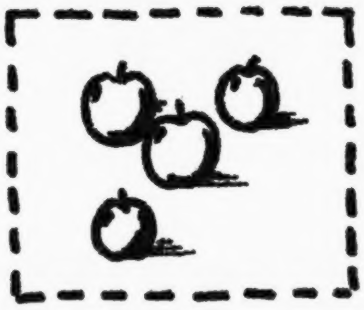
6.
Are those cars?
No, they ____ not.

Are they tractors?
Yes, ____________.



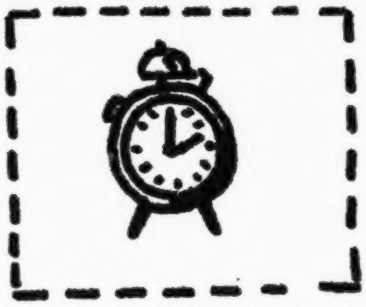
5. Is this a book or a box?

It is a ______________.



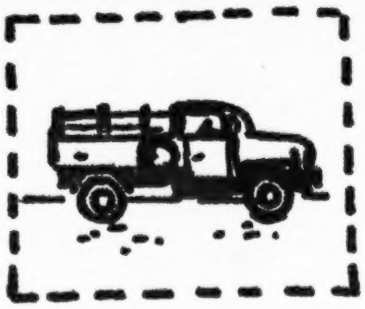
6. Are these eggs or apples?

They are ______________.



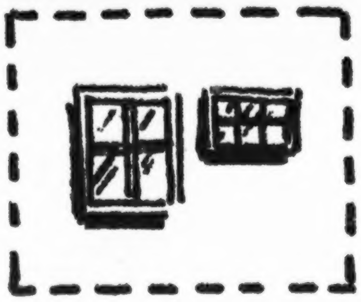
7. Is this a clock or a watch?

It ______________________.



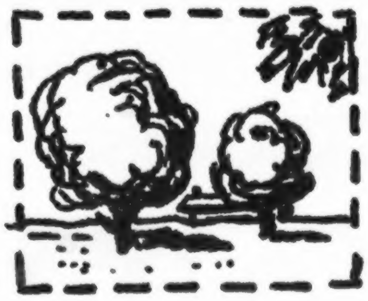
8. Is that a car or a truck?

It is a ________________.



9. Are those doors or windows?

They ____________________.



10. Are those trees or houses?

They ___________________.

Exercise E. Practice these questions and answers. Learn to say What's for What is, It's for It is, What're for What are, and They're for They are. Then practice the sentences on pages 13-15 in the same way.

1.	What's that?	What're those?
	It's a house.	They're houses.
2.	What's that?	What're those?
	It's a barn.	They're barns.

Exercise F. Repeat Exercise 4, p. 20, changing It is to It's and They are to They're.

Exercise G. Practice these sentences. Learn to associate I with am; you, we, they, and plural names with are; he, she, and singular names with is. Reverse the use of the words single and married when necessary to make true statements.

1. I am single. I am not married.
2. You are single. You are not married.
3. Mr. Frank is single. He is not married.
4. Miss Romero is single. She is not married.

5. We are single. We are not married.
6. You are single. You are not married.
7. Mr. Frank and Mr. Lane are single. They are not married.
8. Miss Romero and her sister are single. They are not married.

Exercise H. Practice the following as you did Exercise G, but learn to say I'm for I am, you're for you are, etc.

1. I'm single. I'm not married.
2. You're single. You aren't married.
3. Mr. Frank's single. He isn't married.
4. Miss Romero's single. She isn't married.

5. We're single. We aren't married.
6. You're single. You are not married.
7. Mr. Frank and Mr. Lane are single. They aren't married.
8. Miss Romero and her sister are single. They aren't married.

Exercise J. Copy Conversations 1, 2, and 3.

UNIT SIX

UNIT SIX TEACHING NOTES

The picture with its labels can interpret virtually everything new in this unit. The names and the ages of the Rivera children should be well memorized along with the words husband, wife, etc. This family appears again and again in units to come.

These conversations will prove profitable if they are given ample practice. This is true in spite of the fact that the information imparted in Conversations 2, 3 and 4 is exactly the same as that in Conversation 1. The differences in them are differences due to the shift in speakers.

This device permits a natural use of the subject we in Conversation 1 and they in Conversation 2; it permits a natural shift from calling Maria and Joe and Albert daughter and sons in Conversation 1 to calling them sister and brothers in Conversation 3. These shifts also permit a natural use of the possessives my, our, etc.

The present of have occurs in this unit, and with two meanings, i.e. We have four children is a different meaning from We have our books. However, nothing need be said to the class about this semantic shift. Simply to learn the sentences that contain the word have will suffice. Exercise E introduces has as the form to follow the subjects he, she, Pedro, Maria, and, by implication, all other singular nouns. Exercise F should be very thoroughly practiced and memorized.

Good memorizing of Exercise G will prevent a tendency on the part of some to say, "Pedro has 10 years" instead of Pedro is 10 years old, or simply, Pedro is 10.

Again, let the class be prevented from writing in books to complete Exercises B, H, and J. Let the blank-filling be done orally, with drill. If possible, have the exercises written out in full.

Several words in this unit are likely to cause difficulty because their spelling does not correspond to their pronunciation. To list them on the board thus is helpful:

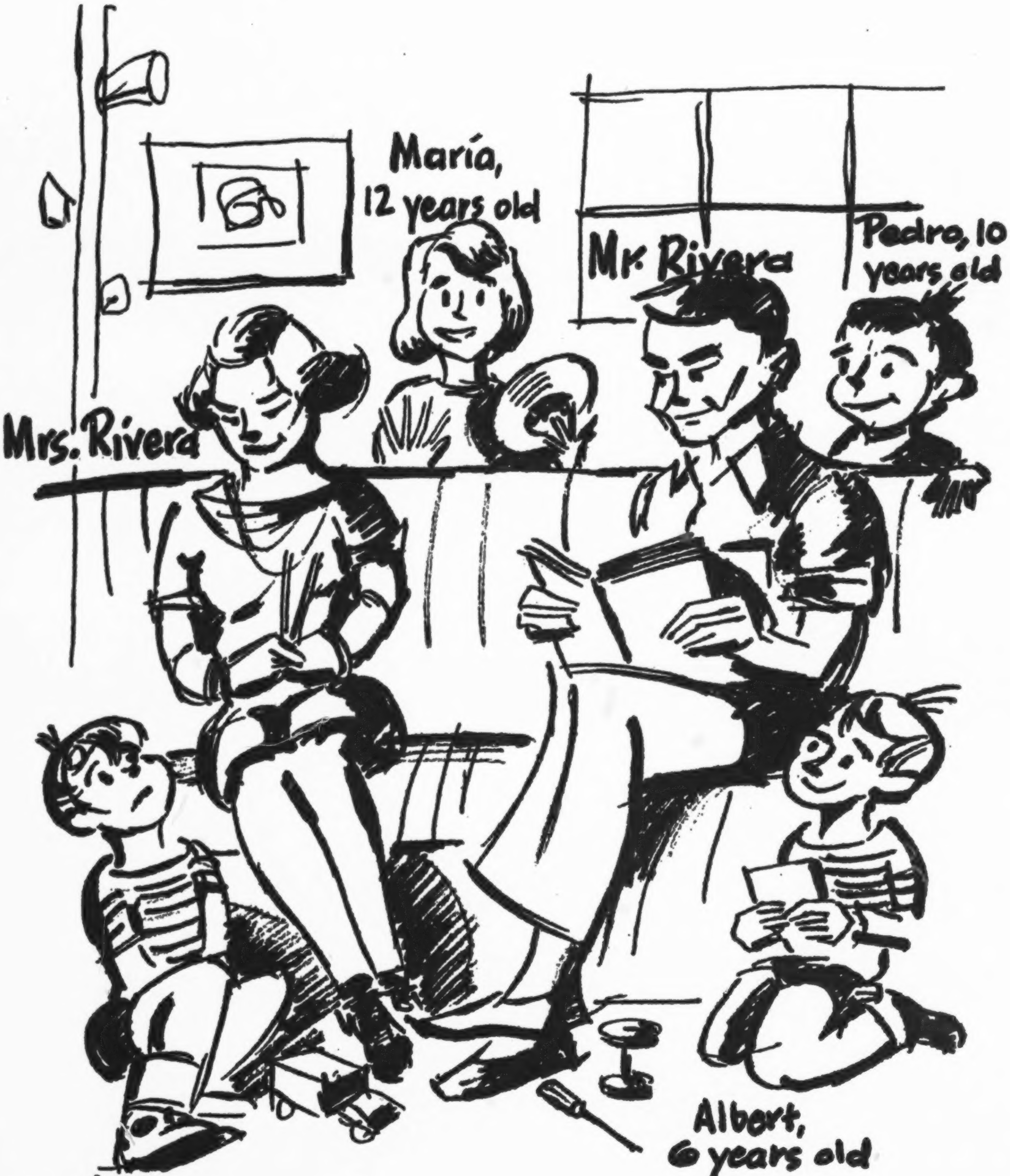
dot'r	daughter
bruth'r	brother
muth'r	mother
sun	son

Fortunately, these words are not difficult to say and can usually be mastered when thoroughly practiced imitatively.

The word *girl*, however, is not only misleadingly spelled; it contains the combination sound *u* plus *r* -- *ur* -- which many learners find hard to say. To teach it, begin with the *u* sound in sun, and in the first syllable of *husband*, muth'r, and bruth'r. Pronounce these words again, and have the class pronounce them. Next pronounce the u sound alone. Then say *road*, then just the sound of *r*. The teacher can help here by demonstrating with his hand the tongue shape for making the English *r* sound, by holding out his hand, palm up, and curving back the ends of his fingers. As soon as the *r* sound is established, u-r should be practiced in two syllables, then in one syllable *ur*. Now pronounce gurl several times and have the class imitate. Next the class needs to look at *girl* and pronounce it until the pronunciation becomes firmly established.

When, in Unit Seven, the class meets *work*, *works* and *worker*, and *nurse* in Unit Eight, the effort put into *ur* in *girl* will pay off handsomely.

The Rivera Family


María,
12 years old
Mr. Rivera
Pedro, 10 years old
Mrs. Rivera
Albert,
6 years old
Joe,
6 years old.

CONVERSATIONS

1.

Mrs. Mason: Are you married, Mr. Rivera?

Mr. Rivera: Yes, I am. My wife's name is Lucy.

Mrs. Mason: Do you have any children?

Mr. Rivera: Yes, we have four -- three sons and a daughter.

Mrs. Mason: What are your children's names?

Mr. Rivera: Maria, Pedro, Joe, and Albert. Joe and Albert are twins.

Mrs. Mason: How old are your children?

Mr. Rivera: Maria is twelve, Pedro is ten, and the twins are six.

2.

Mr. Bond: Is Lucy Rivera married?

Mrs. Mason: Yes, she is. Her husband's name is John.

Mr. Bond: Do they have any chidren?

Mrs. Mason: Yes, they do, they have four -- three boys and one girl.

Mr. Bond: What are their children's names?

Mrs. Mason: Maria, Pedro, Joe, and Albert. Joe and Albert are twins.

Mr. Bond: How old are they?

Mrs. Mason: Maria is twelve years old. Pedro is ten, and the twins are six.

3.

Mr. Carter: Do you have any brothers and sisters, Pedro?

Pedro: Yes, I do. I have a sister and two brothers.

Mr. Carter: What is your sister's name?

Pedro: Her name is Maria.

Mr. Carter: How old is she?

Pedro: She is twelve.

Mr. Carter: What are your brothers' names?

Pedro: Joe and Albert. They are twins.

Mr. Carter: How old are they?

Pedro: They are six years old.

4.

Mr. Carter: What is your father's name, Pedro?

Pedro: His name is John Rivera.

Mr. Carter: What is your mother's name?

Pedro: Her name is Mrs. Rivera.

Mr. Carter: Yes, but what is her first name?

Pedro: Oh! Her first name is Lucy.

Exercise A. Practice these words by saying them after your teacher.

husband	husbands	boy	boys
wife	wives	girl	girls
father	fathers	brother	brothers
mother	mothers	sister	sisters
son	sons	family	families
daughter	daughters	twin	twins
child	children		

Exercise B. Look at the pictures of the Rivera family on page 21 and complete the following sentences. Use words from this list. Practice the completed sentences, and be sure to pronounce Ss clearly.

husband
sons
brother
sister

father
mother
son

wife
daughter
brothers

1. Lucy Rivera is John Rivera's __________.
2. Mrs. Rivera is Maria's ______________.
3. Mr. Rivera is Maria's _______________.
4. Maria is Mr. and Mrs. Rivera's ______________.
5. John Rivera is Lucy Rivera's _________.
6. Pedro is Maria's ______________.
7. Maria is Pedro's ______________.
8. Pedro is Mr. and Mrs. Rivera's ____________.
9. Pedro, Joe and Albert are Maria's _____________.
10. Pedro, Joe, and Albert are John Rivera's ___________.

Exercise C. Learn these numbers in English.

1. one
2. two
3. three
4. four
5. five
6. six
7. seven
8. eight
9. nine
10. ten
11. eleven
12. twelve

Exercise D. Practice saying these phrases after your teacher. Be sure to pronounce 's and s' clearly.

my wife's name

my husband's name

our children's names

their children's names

my sister's name

my brothers' names

your father's name

your mother's name

Exercise E. Practice these sentences aloud.

I have my book.

You have your book.

Pedro has his book.

Maria has her book.

We have our books.

You have your books.

The boys have their books.

The girls have their books.

Exercise F. Practice these questions and answers.

1. Do Mr. and Mrs. Rivera have any children?

   Yes, they do. They have four -- three sons and a daughter.

2. Does Maria Rivera have any brothers?

   Yes, she does. She has three.

3. Does Maria have any sisters?

   No, she does not.

4. Does Pedro have any brothers and sisters?

   Yes, he does. He has a sister and two brothers.

5. Do you have any brothers Pedro?

   Yes, I do. I have two -- Joe and Albert.

6. Do you and Albert have any sisters, Joe?

   Yes, we do. We have one. Her name is Maria.

Exercise G. Practice these questions and answers and memorize them.

1.	How old is Maria?	She is twelve years old.
2.	How old is Pedro?	He is ten.
3.	How old is Albert?	He is six.
4.	How old is Joe?	He is six years old
5.	How old are the twins?	They are six years old.
6.	How old is this house?	It is twelve years old.
7.	How old are those trees?	They are 10 years old.

Exercise H. Complete these sentences. Talk about children you know.

1. How old is ___________? He is ____________years old.
2. How old is ___________? She is ___________.
3. How old are ______and _____? _____ is _______, and ______ is ____.

Exercise J. Review the conversations on pages 1 and 2 and on pages 4 and 5. Then complete the following.

1.

Your teacher: Good evening, ____________________.

You: ____________, ____________________.

2.

Mr. Carter: Good morning, ____________________.

You: ____________, ____________________.

Mr. Carter: ____________. Thank you. How ________?

You: ____________, thank you.

3.

Miss Sanchez: What is your name?

You: My name is _________________.
last

Miss Sanchez: How do you spell your first name?

You: You spell it ___________________.

UNIT SEVEN

UNIT SEVEN TEACHING NOTES

A farm, pictured in Unit Four, should be recalled before going into the conversations about a farm worker here.

A calendar is helpful in talking about the days of the week, and in giving a concept of every day.

A map sketched on the board similar to the one showing Rexford and Watertown, but showing the actual area in which the class is located, will go far to interpret I live in ____________________.

Observe the differences in these two questions and answers:

Where do you work?	Where does Mr. Rivera work?
I work on a farm.	He works on a farm.

The distinction in usage between do you live and does he live, and between live and lives seem very hard for many people studying English. Many mistakes are made by failure to grasp these distinctions. Memorizing Conversations 1 - 4 (5 and 6 should be practiced but need not be memorized), and close attention to the exercises will go far toward mastery of these forms. This unit is short, and it introduces only the two verbs live and work; this allows for intensive practice.

There is often a pronunciation problem with do, does, don't doesn't. List them on the board like this and give them plenty of drill. Though the class doesn't know all the pronunciation symbols, the respelling does help.

doo	do	dont	don't
duz	does	duz'nt	doesn't

Practice work etc., following the steps for girl in Unit Six -- like this:

wurk	work
wurks	works
wurk'r	worker

CONVERSATIONS

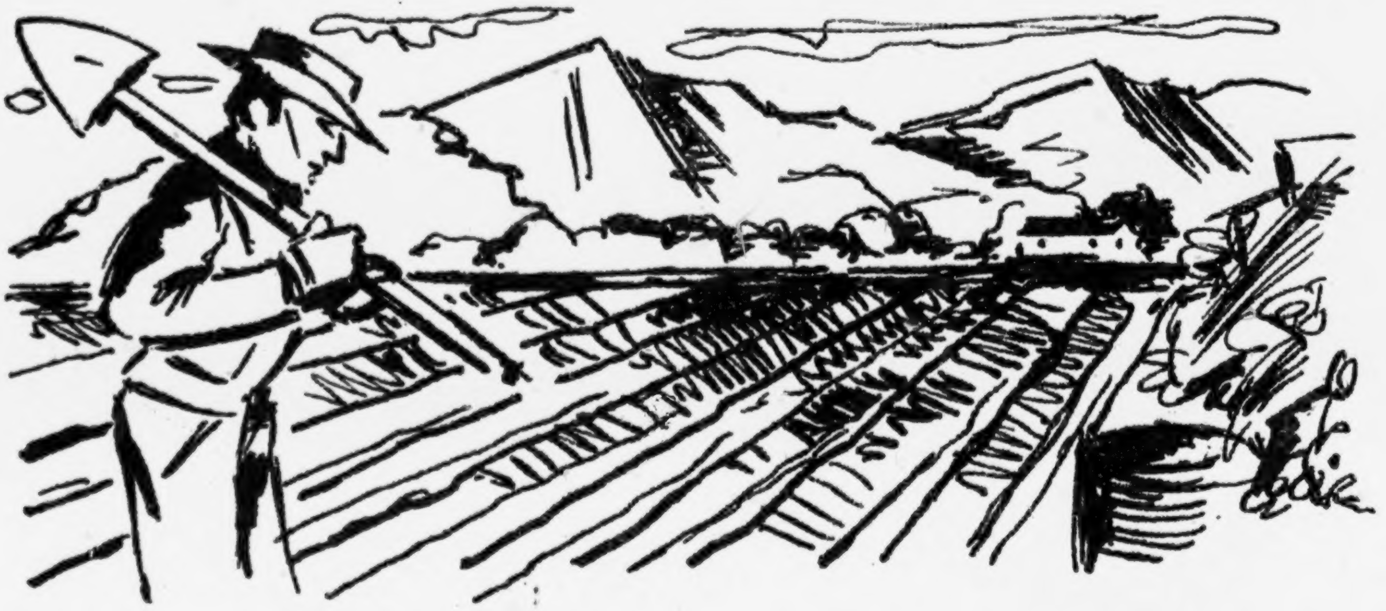
1.

Mr. Carter: Where do you work, Mr. Rivera?

Mr. Rivera: I work on a farm. I'm a farm worker.

Mr. Carter: Do you work every day?

Mr. Rivera: I work on Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. I don't work on Sunday.



Mr. Rivera is a farm worker.

2.

Mrs. Gomez: Where does Mr. Rivera work?

Mr. Carter: He works on a farm. He's a farm worker.

Mrs. Gomez: Does he work every day?

Mr. Carter: He works on Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. He doesn't work on Sunday.

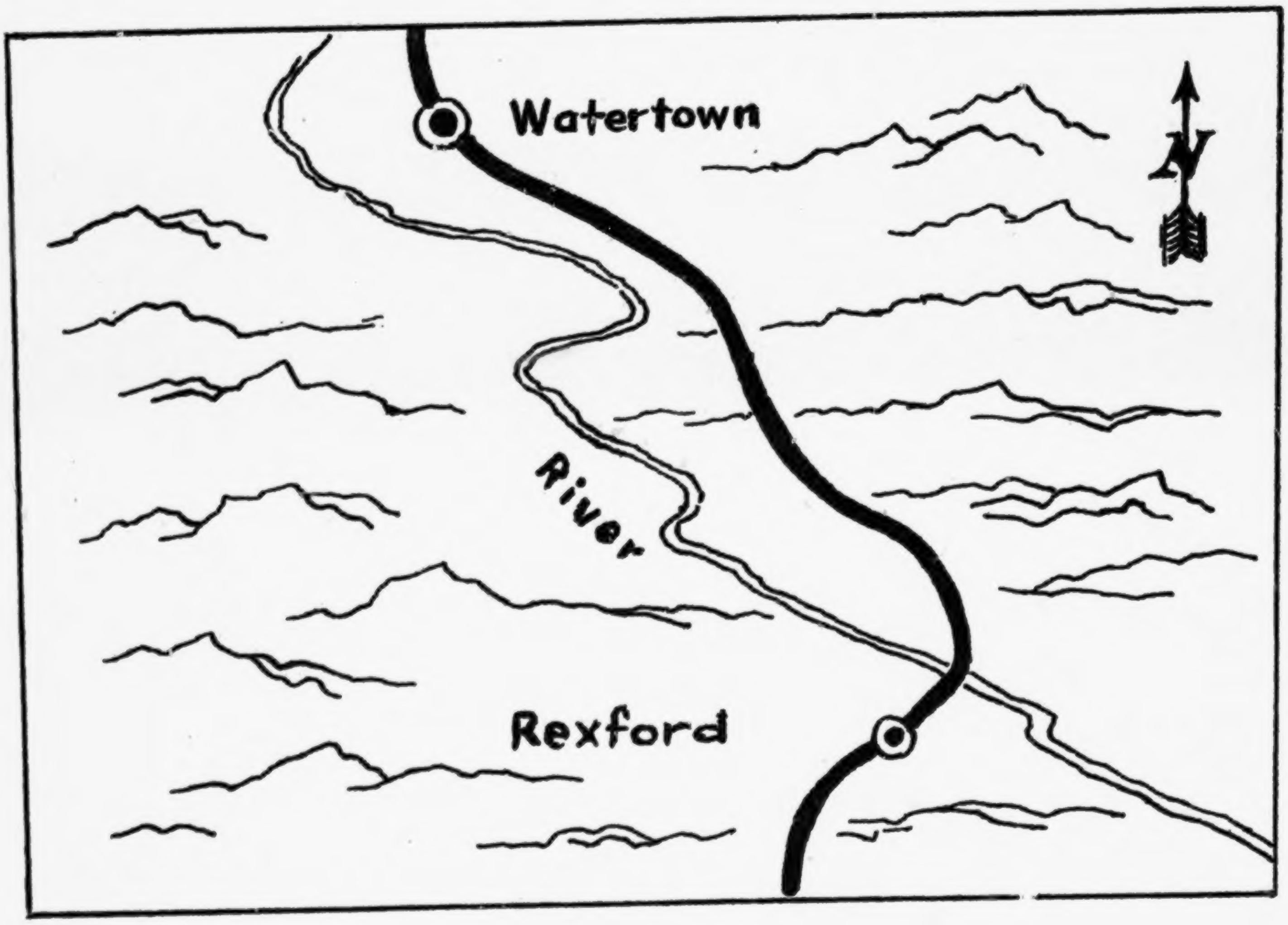
3.

Mrs. Gomez: Where do you live, Mr. Rivera?

Mr. Rivera: I live in Rexford, New Mexico.

Mrs. Gomez: Do you work in Rexford too?

Mr. Rivera: No, I don't. I work in Watertown.



4.

Mr. Carter: Where does Mr. Rivera live?

Mrs. Gomez: He lives in Rexford, New Mexico.

Mr. Carter: Does he work in Rexford too?

Mrs. Gomez: No, he doesn't. He works in Watertown.

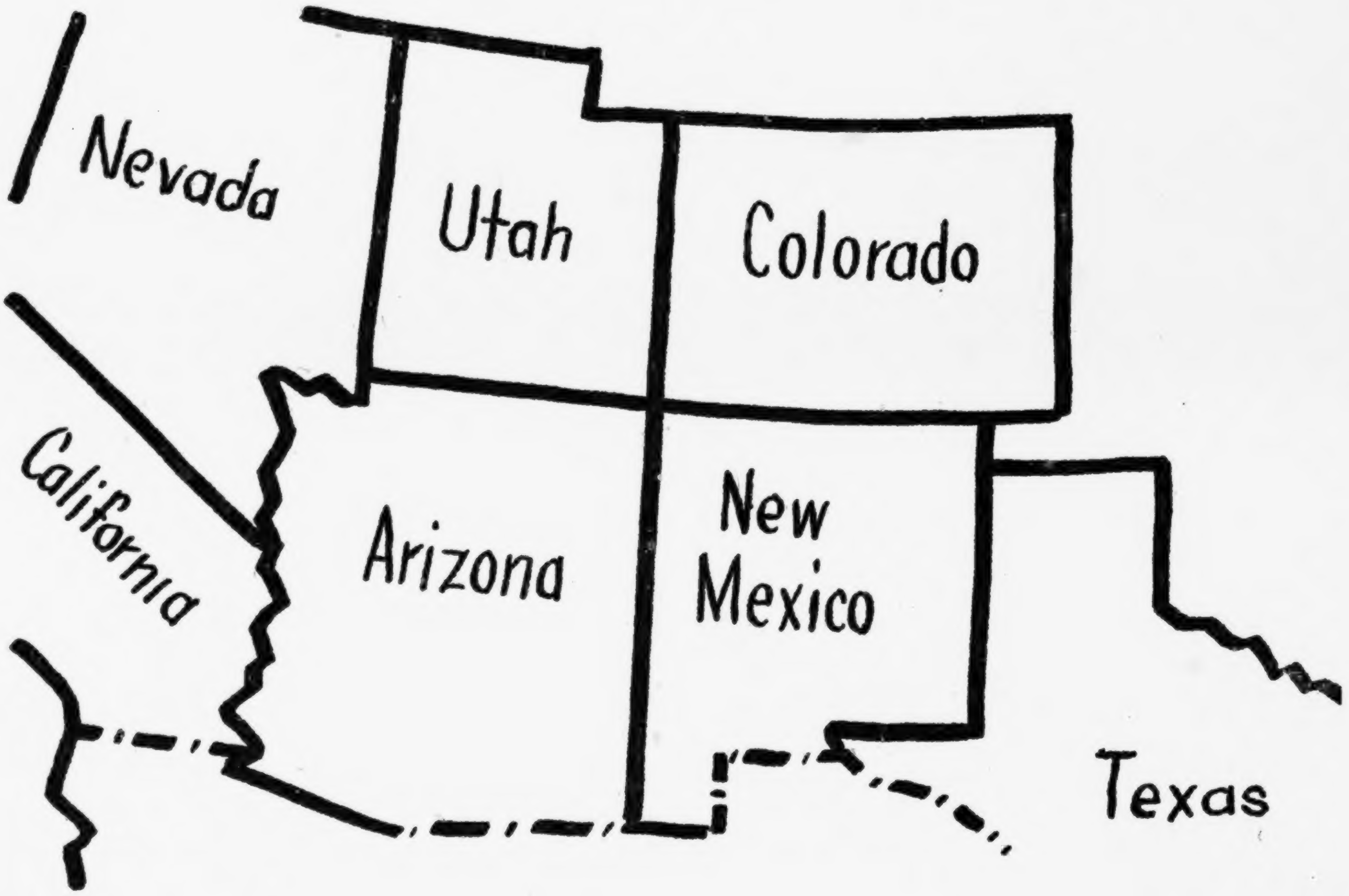
5.

A: Do you live in Texas?

B: No, I don't.

A: Where do you live?

B: I live in New Mexico.


Nevada
Utah
Colorado
California
Arizona
New Mexico
Texas

6.

A: Does your brother live in New Mexico?

B: No he doesn't. He lives in California.

A: Where does your father live?

B: He lives in Mexico.

A: Where do your sisters live?

B: They live in Arizona.

EXERCISES

Exercise A. Learn to say these words and phrases correctly by repeating them after your teacher.

where

do, does

work (I work, he works)

on a farm

farm worker, farm workers

every day

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

on Sunday, on Monday, etc.

live (I live, he lives)

New Mexico

Arizona

California

Texas

Mexico

in New Mexico, in Texas, etc.

too

Exercise B. Complete the following answers with the names of appropriate states. In questions 3 and 4, use the names of some people you know. Practice the completed exercise thoroughly to fix the association of I, you, we they and plural nouns with do and live.

1. Where do you live?

   I live in ________________.

2. Where do you live?

   We live in ________________.

3. Where do Mr. and Mrs. ______________ live?

   They live in ________________.

4. Where do ________ and ___________ live?

   They live in ________________.

Exercise C. Use the name of a person you know and the name of the state or country where he or she lives to complete each of the following. Through practice, learn to associate does---live in questions and lives in answers with the subjects he, she, and singular nouns.

1. Where does Mr. ___________ live?

   He lives in ______________.

2. Where does Mrs. __________ live?

   She lives in _____________.

3. Where does Miss __________ live?

   She lives in _____________.

4. Where does Mr. ___________ live?

   He lives in ______________.

Exercise D. Complete the incomplete sentences with appropriate state names. Observe that don't = do not, and doesn't = does not. Practice the completed sentences.

1. I live in _________. I do not live in __________. I don't live in _____________.
2. You live in ___________. You don't live in _____________.
3. John's brother lives in California. He does not live in New Mexico. He doesn't live in New Mexico.
4. John's sister lives in New Mexico. She doesn't live in California.
5. We live in ______________. We don't live in _____________.
6. My sisters live in Arizona. They don't live in New Mexico.

Exercise E. Copy conversations 1, 2 and 5 of this unit.

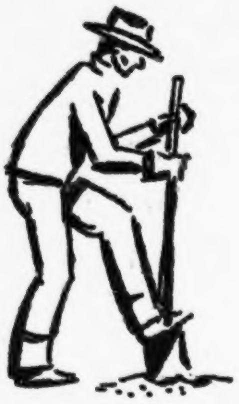
UNIT EIGHT

UNIT EIGHT TEACHING NOTES

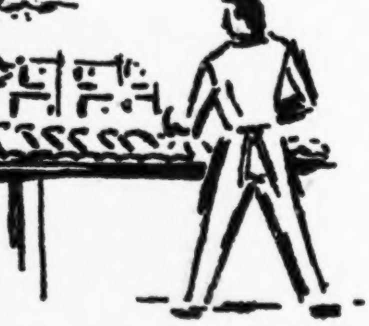
For interpreting factory, worker, teacher, mailman, doctor, and nurse, it will be very useful to have pictures other than those in the book. Magazines yield excellent pictures to the alert teacher, not only for this unit but every one in the book. To introduce extra pictures, especially in color, can enliven class sessions as well as broaden the learner's concept of the words he is trying to master.

It is a good idea to practice the pronunciation of problem words early in Unit Eight. The word school needs to be practiced as sskool . Nurse, farm worker, and factory worker should begin with the ur routine of girl in Unit Six.

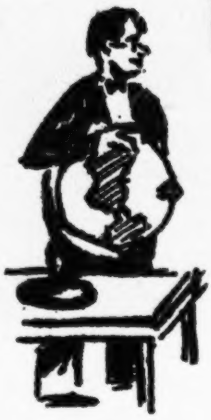
CONVERSATIONS



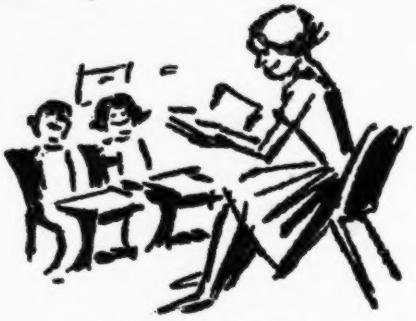
A Farm Worker



A Factory Worker



A Teacher



A Teacher

1.

A: What is Mr. Rivera?

B: He's a farm worker.

A: What is Mr. Bernal?

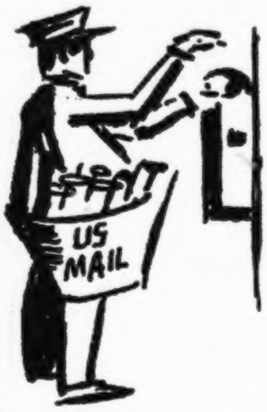
B: He's a factory worker.

A: What is Mr. Carter?

B: He's a teacher.

A: What is Mrs. Gomez?

B: She is a teacher too.



A Mailman

A: What is Mr. Sanchez?

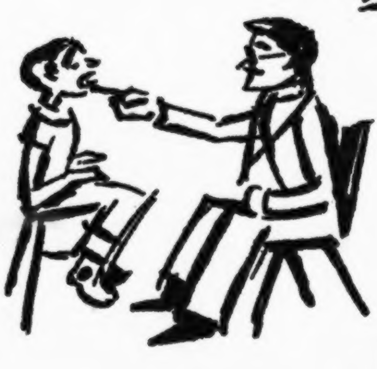
B: He is a mailman.

A: What is Dr. Salazar?

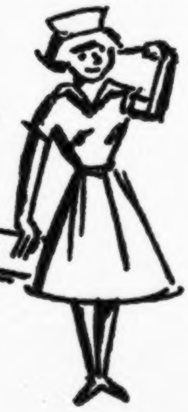
B: He's a doctor.

A: What is Miss Bond?

B: She's a nurse.



A Doctor



A Nurse

2.

A: Where do you work, Mr. Mason?

B: I work in a factory. I'm a factory worker.

A: Is Mr. Bernal a factory worker too?

B: Yes, he is.

3.

A: What is Mr. Carter?

B: He's a teacher.

A: Where does he teach?

B: He teaches in a high school.

A: Is Mrs. Gomez a teacher too?

B: Yes, she is, but she doesn't teach in a high school.
She teaches in a grade school.

4.

A: Where does Mr. Sanchez live?

B: He lives in Watertown.

A: Does he work in Watertown too?

B: Yes, he does. He's a mailman.

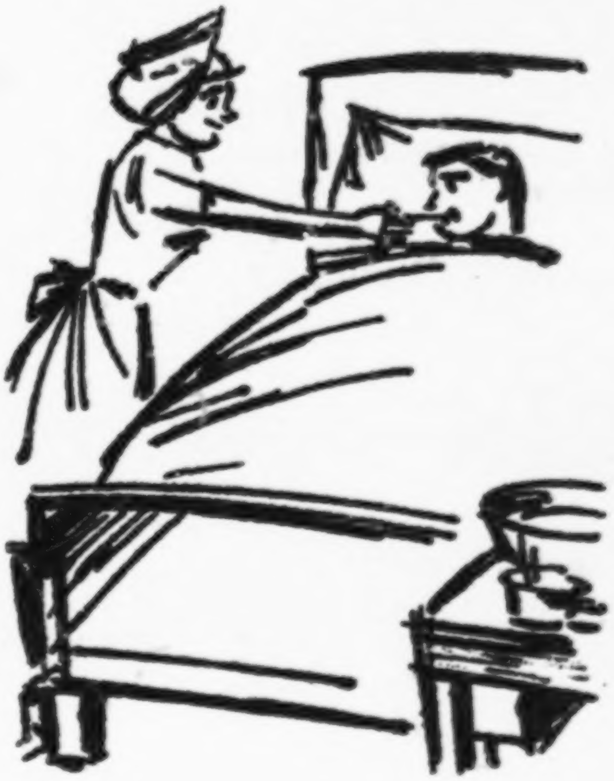
5

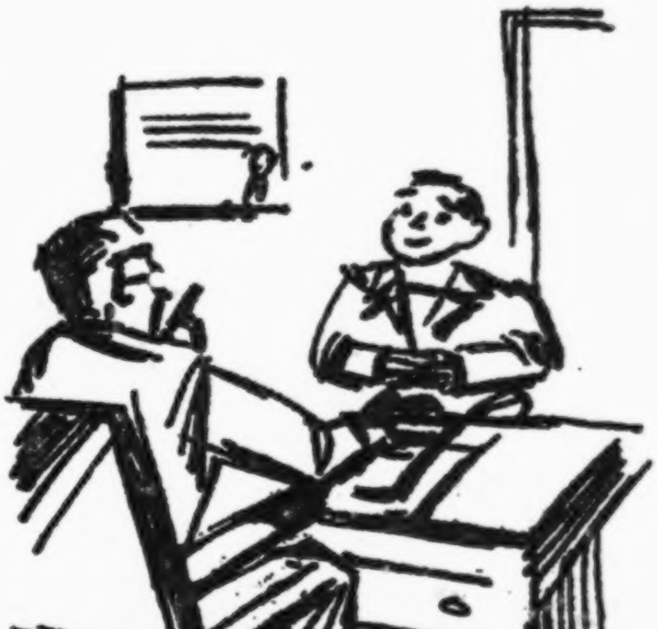
A: Where does Miss Bond work?

B: She works in a hospital.

A: Is she a nurse?

B: Yes, she is.





A: Where does Dr. Salazar live?

B: He lives in Rexford, but his office is in Watertown.

EXERCISES

Exercise A. Learn to pronounce these words and phrases by repeating them after your teacher.

factory worker, factory workers

teacher, teachers

mailman, mailmen

doctor, doctors

nurse, nurses

factory, factories

in a factory

teach (I teach, he teaches)

school, schools

high school, high schools

grade school, grade schools

in (a grade) school

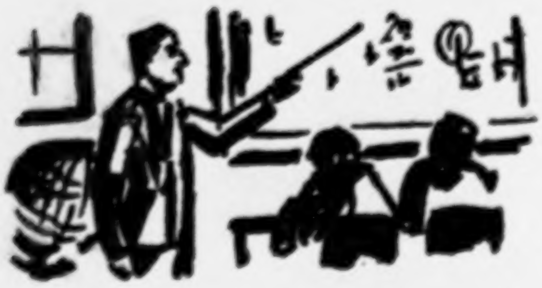
hospital, hospitals

in a hospital

office, offices

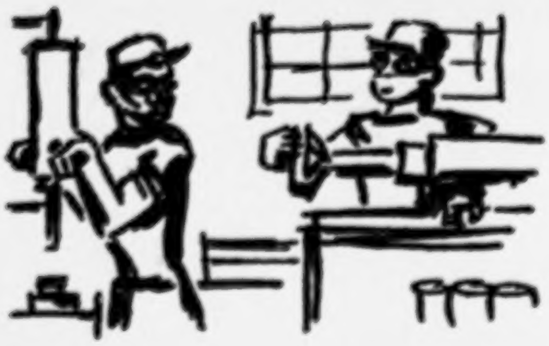
in (a doctor's) office

Exercise B. Answer these questions about the pictures. Be sure to use is in the answers to Is questions, and are in the answers to Are questions.



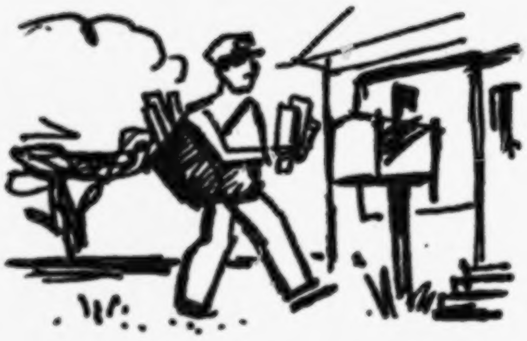
1. Is this man a teacher or a doctor?

He ______________________.



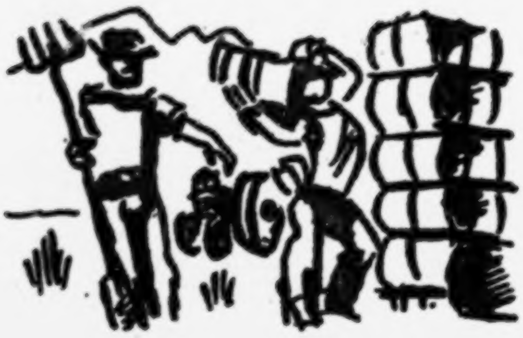
2. Are this man and this woman teachers or factory workers?

They ____________________.



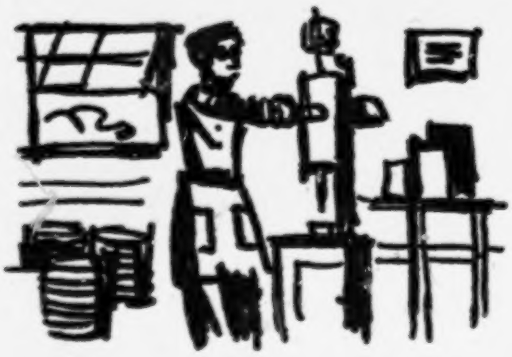
3. Is this man a mailman or a farm worker?

He ____________________.



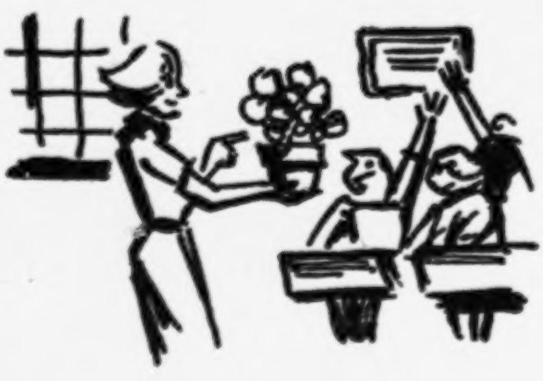
4. Are these men factory workers or farm workers?

They ____________________.



5. Is this man a factory worker or a farm worker?

He ____________________.



6. Is this woman a teacher or a nurse?

She ____________________.

Exercise C. Complete each of these sentences with the one of the following phrases that fits: on a farm, in a factory, in a hospital, in an office, or in a school. Complete 1 and 2 with the necessary words to make them true for yourself and someone you know.

1. I am a ______________. I work ________________.
2. ______________ and I are ______________. We work ____________.
3. Miss Lopez is a nurse. She works __________________.
4. Juan Gomez is a farm worker. He works ________________.
5. Miss Bond and Miss Lopez are nurses. They work ______________.
6. Mr. Lee is a teacher. He works __________________.
7. Bill Mason and Robert Bernal are factory workers. They work _________________.
8. Mr. Sandoval and Mrs. Hill are office workers. They work _________________.

Exercise D. Use live or lives in each of these sentences. Complete 5 with the name of the state where you live.

1. Mr. and Mrs. Rivera ______________ in New Mexico.
2. Tom Medina ________________ in California.
3. Tom's brother ______________ in Texas.
4. Mr. and Mrs. Lee _____________ in Arizona.
5. We ____________ in _________________.

Exercise E. Complete each question with live. Complete each answer with live or lives. Practice the questions and answers aloud.

1. Where do you _______________?

   I ________ in _______________.

2. Where does Mr. Mason _________?

   He __________ in Texas.

3. Where do Mr. and Mrs. Mason ______________?

   They _________ in Texas.

4. Where does Jane Sandoval ___________?

   She _______ in Albuquerque, New Mexico.

5. Where does Maria Sandoval ___________?

   She __________ in Las Cruces.

6. Where does Juan Sandoval _________?

   He __________ in Los Angeles, California.

7. Where do Juan's father and mother __________?

   They _________ in El Paso, Texas.

8. Where do Mr. and Mrs. Lee ___________?

   They ________ in Flagstaff, Arizona.

Exercise F. Copy conversations 2, 3, 5, and 6.

The numbers from one to one thousand

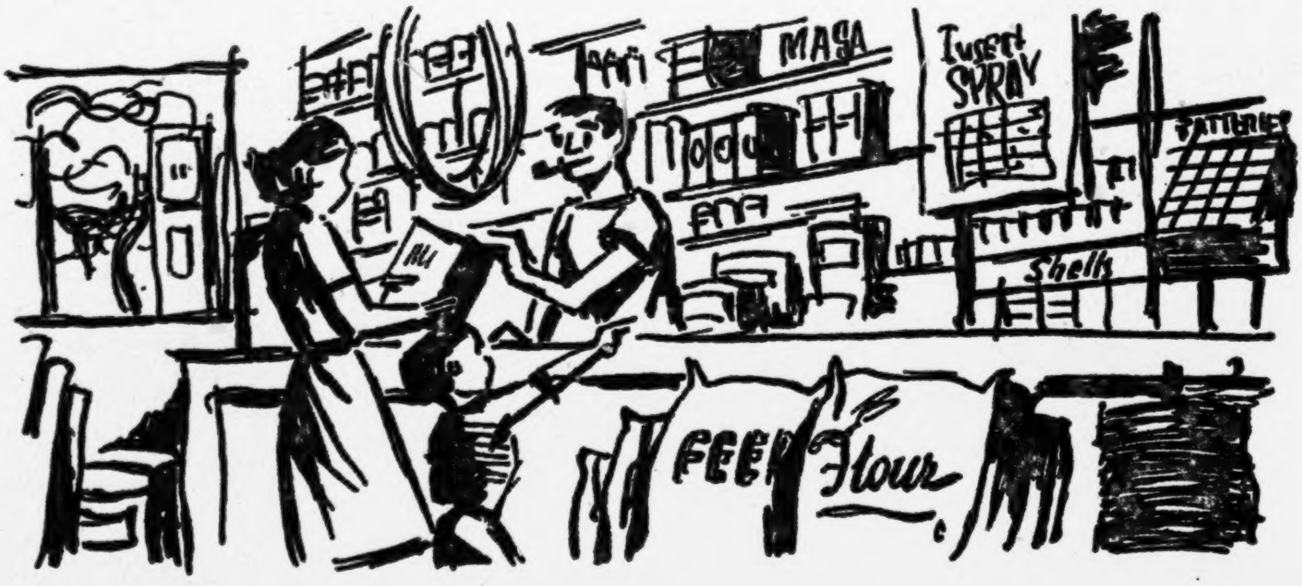
1. one
2. two
3. three
4. four
5. five
6. six
7. seven
8. eight
9. nine
10. ten

11. eleven
12. twelve
13. thirteen
14. fourteen
15. fifteen
16. sixteen
17. seventeen
18. eighteen
19. nineteen
20. twenty

21. twenty-one
22. twenty-two
23. twenty-three
24. twenty-four
25. twenty-five
26. twenty-six
27. twenty-seven
28. twenty-eight
29. twnety-nine
30. thirty

31. thirty-one
40. forty
50. fifty
60. sixty
70. seventy
80. eighty
90. ninety
100. one hundred
101. one hundred one
1000. one thousand

A Grocery Store



This place is a grocery store. This man is a clerk. He works in the store. He sells groceries every day. He is selling groceries now.

This woman is a customer. She is buying groceries.

UNIT NINE

UNIT NINE TEACHING NOTES

When numbers are learned, there tends to be trouble with differentiating between fourteen and forty, fifteen and fifty, etc. This is a matter of where the word is stressed.

The last conversation in this unit need not be memorized, but the others should be, and so should all the new words. The names and ages of the Rivera children should be reviewed in Unit Six.

It should be easy for the teacher to role-play the clerk and various students to role-play the customers.

A word concerning present verb forms in this and future units may be in order. Most English verbs occur regularly in two present tenses -- as illustrated by these pairs of sentences:

1. The clerk sells groceries every day.

   He is selling groceries now.

2. Mr. Rivera works every day.

   He is working now.

3. I buy bread every week.

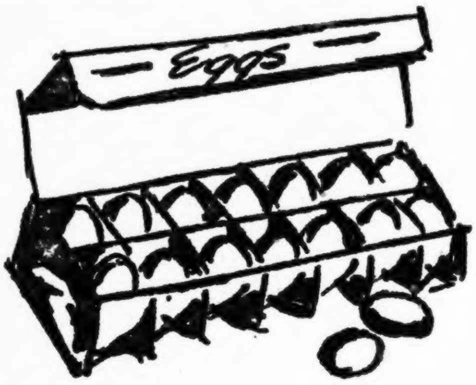
   I am not buying bread right now.

To understand English and to speak it understandably, the distinction between these two verb tenses must be learned. Not that any formal presentation with grammatical terms is called for. What is necessary is for the learner to associate work, don't work, works, doesn't work, sell, don't sell, sells, doesn't sell, etc. with time expressions like every day, every week, etc.; and to associate am working, are buying, isn't selling with now, right now, and other expressions of specific present time.

The am/is/are-ing form appears in picture captions in this unit, because it is the natural tense to use in speaking of specific action in pictures. However, no special attention needs to be drawn to it. The form is presented for thorough practice in Unit Thirteen.

CONVERSATIONS

1.



The customer: I want a dozen eggs, please.

The clerk: All right. What else?

The customer: I want a loaf of bread.

The clerk: And what else?

The customer: That's all. How much is it?

The clerk: Eggs are 55 cents a dozen, and bread is 25 cents a loaf. That is 80 cents, plus 3 cents tax ... 83 cents. ...Thank you. Come again.

Bread
BREAD

2.

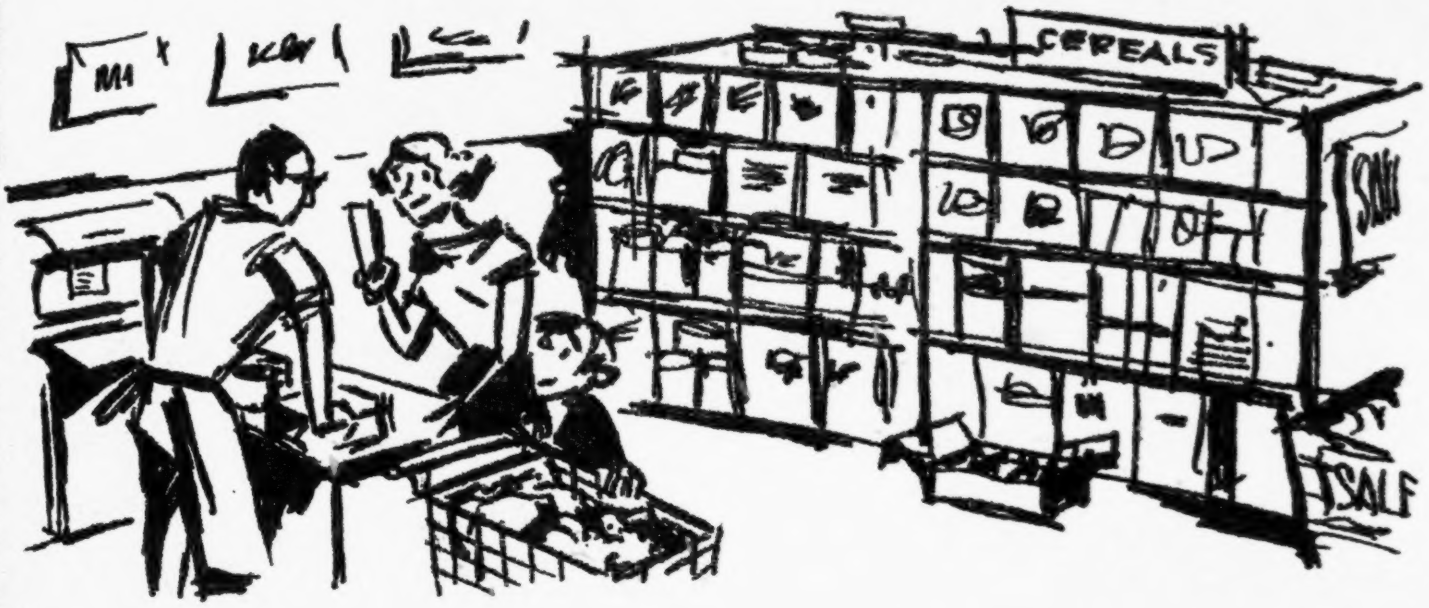
The customer: I want two loaves of bread and a pound of coffee.

The clerk: Okay. What else, please?

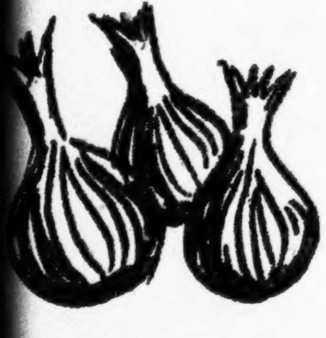
The customer: That's all, thank you. How much is it?

The clerk: Two loaves of bread are 50 cents, and the coffee is 78 cents a pound. That's one dollar and 28 cents, plus 5 cents tax ... one dollar and 33 cents... Thank you. Come again.

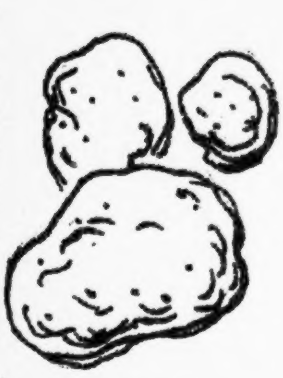
3.



This grocery store is a super market.



Onions



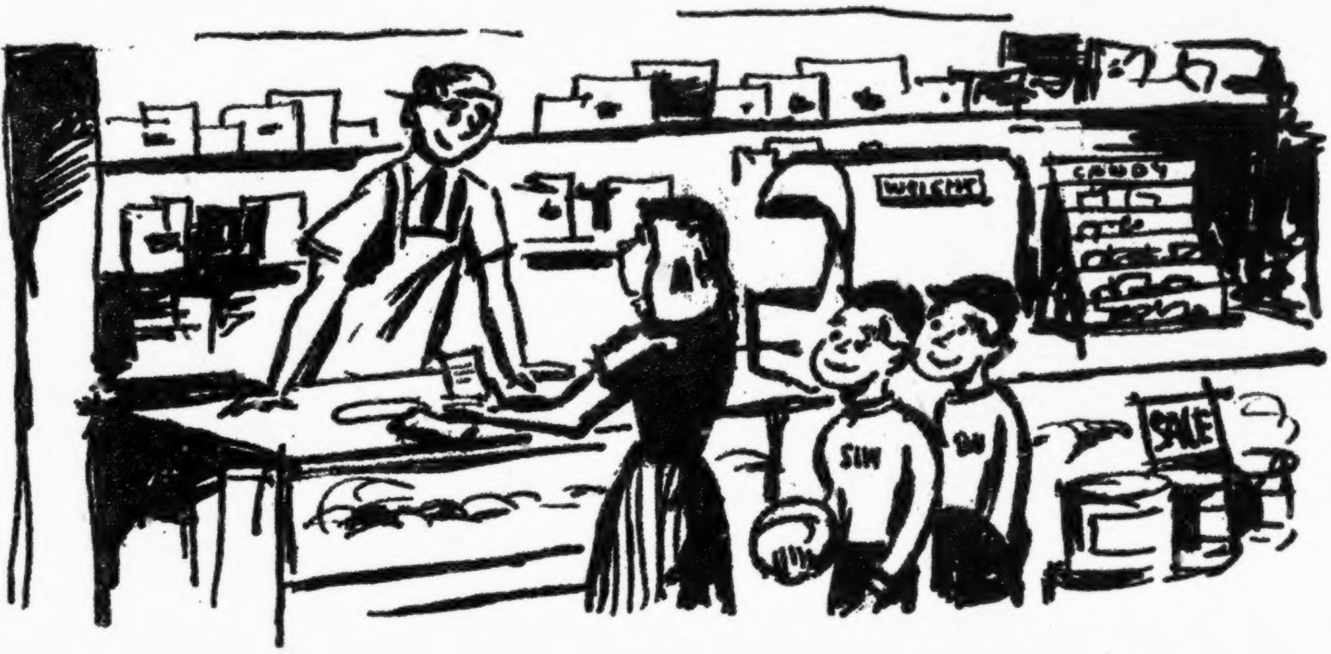
Potatoes

The clerk: Bread is 25 cents a loaf; two loaves are 50 cents. Sugar is two pounds for 33 cents. Eggs are 55 cents a dozen. Potatoes are five pounds for 41 cents. Onions are 12 cents a pound; three pounds are 36 cents. What else, please?

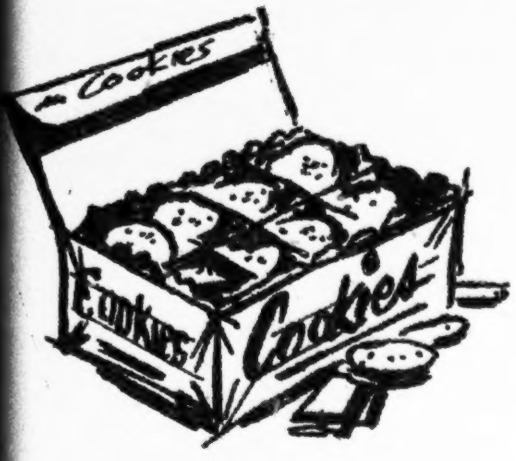
The customer: That's all.

The clerk: That is two dollars and 15 cents, plus 9 cents tax ... two dollars and 24 cents ..... Thank you. Come again.

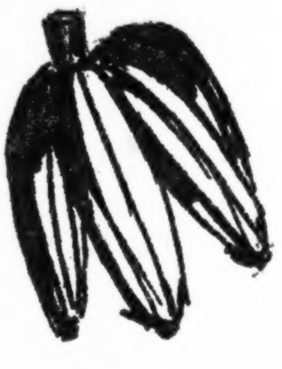
4.



Maria Rivera is at the grocery store now. The twins, Joe and Albert, are with their sister. Maria is buying groceries for her mother.



Cookies



Bananas

Maria: My mother wants two loaves of bread and a dozen eggs.

The clerk: Okay. What else, please?

Maria: A pound of coffee.

Albert: I want a box of cookies.

Maria: We don't need cookies. We have cookies at home.

Joe: I want a banana.

Maria: You don't need a banana, but we need potatoes. Mother wants five pounds of potatoes and three pounds of onions.

The clerk: And what else, please?

Maria: That's all. How much is it?

The clerk: That's two dollars and 51 cents, plus 10 cents tax ... two dollars and 61 cents ... Thank you. Come again.

EXERCISES

Exercise A. Learn to pronounce these words and expressions by repeating them after your teacher.

place, places

store, stores

grocery store, grocery stores

super market, super markets

groceries

customer, customers

clerk, clerks

sell (I sell, he sells)

selling

buy (I buy, she buys)

want (I want, she wants)

need (I need, he needs)

dozen, dozens

loaf of bread, loaves of bread

cookie, cookies

banana, bananas

pound of coffee, pounds of coffee

pound of sugar, pounds of sugar

potato, potatoes

onion, onions

cent, cents

dollar, dollars

plus (3 cents) tax

please

All right.

Okay.

What else?

That's all.

How much is it?

Come again.

Exercise B. Complete the following answers according to the picture of the Rivera family in Unit six and according to Conversation 4 of this unit. Practice the questions and answers aloud.

1. Where is Maria Rivera?

   She is ______________.

2. Is Pedro Rivera at the store with Maria?

   _____, he ___________.

3. Are Joe and Albert with their sister, Maria?

________, they __________.

4. How old are Joe and Albert?

They are ___________.

5. How old is Maria?

She is _____________.

6. Are Joe and Albert twins?

________, they ________.

7. Does Mrs. Rivera want three loaves of bread?

_______, she doesn't. She wants __________ loaves.

8. What does Albert want?

He ________ a box of ____________.

9. Does Albert need cookies?

_____, he doesn't.

10. What does Joe want?

He wants a ___________.

11. Does Joe need a banana?

________, _____ doesn't.

12. Does Mrs. Rivera need potatoes?

Yes, she ____________.

13. Does she need onions?

Yes, she _________.

14. How much are the groceries plus tax?

They are two __________ and __________ cents.

Exercise C. Complete the following conversation. Use expressions you practiced in Conversations 1-4.

The customer: I want ____________, please.

The clerk: Okay. What else, please?

The customer: I want ____________ and _____________.

The clerk: And what else?

The customer: I need _____________________.

The clerk: All right, and what else?

The customer: That's all. How much is it?

The clerk: That is ________ dollars and _________ cents,

plus _________ cents tax ... __________ dollars

and __________ cents.

Exercise D. Complete the following questions to fit the answers. Talk about yourself and people you know. Practice the completed questions and answers aloud.

1. Do you live in _______________?
   No, I don't.

2. Do you live in _______________?
   Yes, I do.

3. Do Mr. and Mrs. ___________ live in Texas?
   No, they don't.

4. Do they live in ______________?
   Yes, they do.

5. Does Mr. _____________ live in Arizona?
   No, he doesn't

6. Does he live in _______________?
   Yes, he does.

7. Does Miss ______________ live in Mexico?
   No, she doesn't.

8. Does she live in _____________?
   Yes, she does.

Exercise E. Copy Conversations 1 and 4.

UNIT TEN

UNIT TEN TEACHING NOTES

A real calendar, in addition to the pictured one, will be helpful in this unit.

The verb be, unlike work, sell, teach, etc., etc., has only one present tense. Unlike any other verb in English, be has a past tense with two forms, was and were. The future of be however, is formed like that of any other verb: will be, or am/is/are going to be. The present of be was presented several units ago. This unit teaches the past and future (with will) of be, along with words yesterday, tomorrow and other past and future time expressions. Some of the conversations have blanks to be filled with the actual words to fit today, yesterday, and tomorrow, etc. The conversations, completed appropriately and put on the blackboard, could be copied on a dated sheet of paper by (or for) each member of the class.

The class should be able to take the questions and answers in conversation 7 in stride. If there are doubts, this sentence:

> A week has seven days.

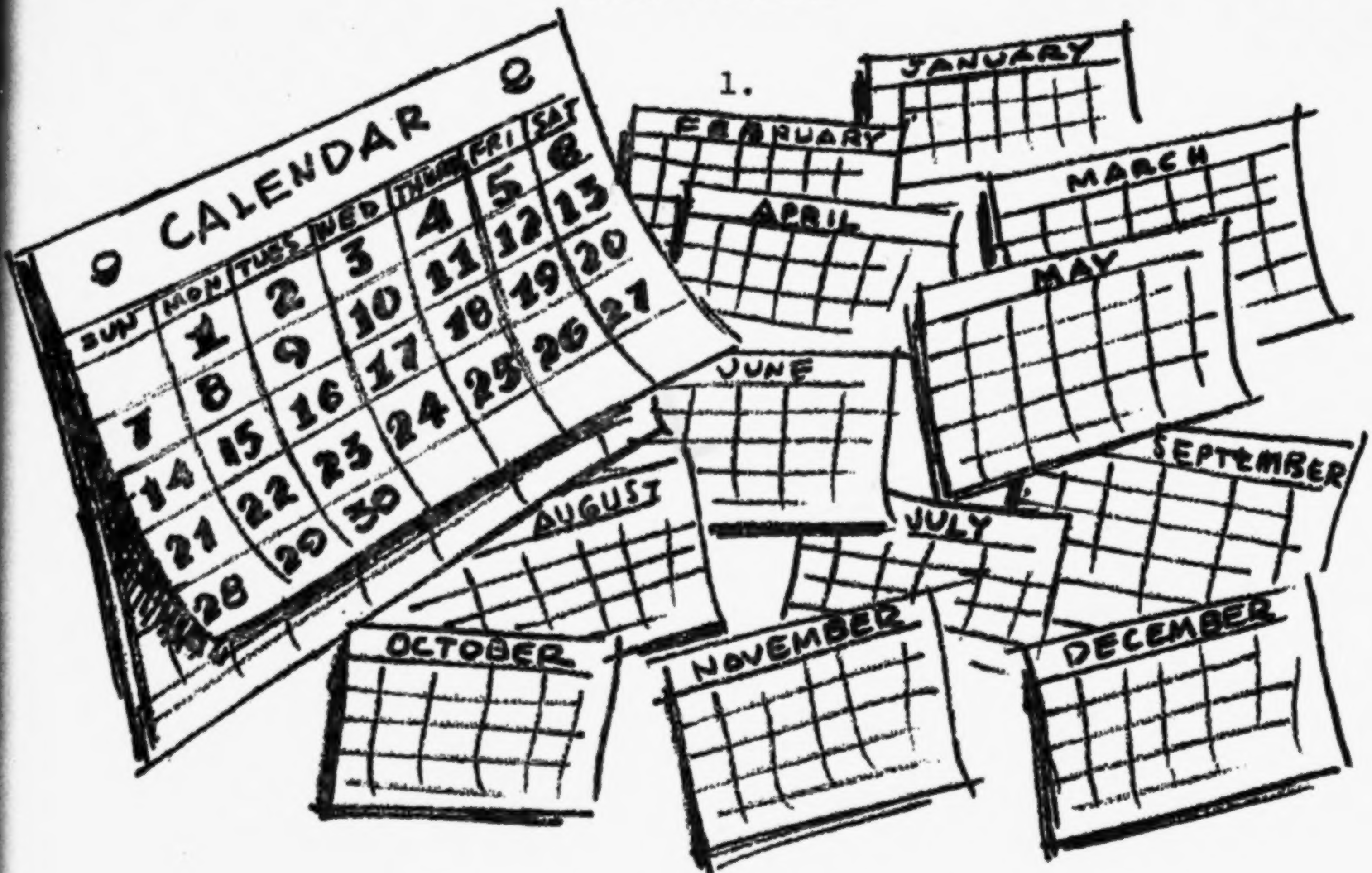
Will interpret this one:

> There are seven days in a week.

The question pattern How many -- are there -- and the answer pattern There are -- should be clear. If translation is used, translate these as whole sentences. Confusion will result if an attempt is made to break them up.

CONVERSATIONS

1.


CALENDAR
SUN
MON
TUES
WED
THURS
FRI
SAT
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER

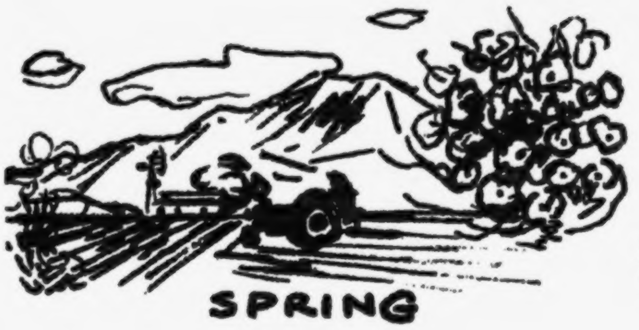
A: What do you call that in English?

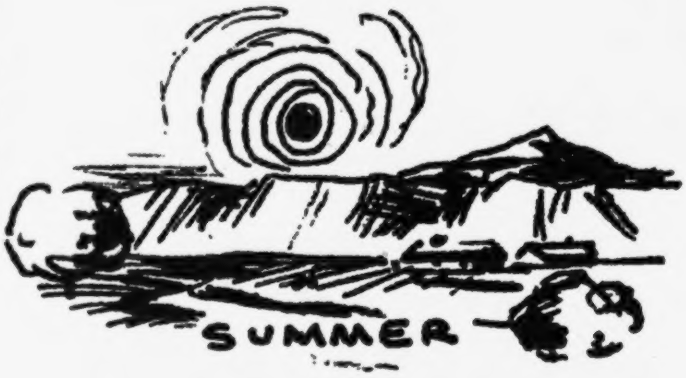
B: You call it a calendar. Do you know the English names of the twelve months?

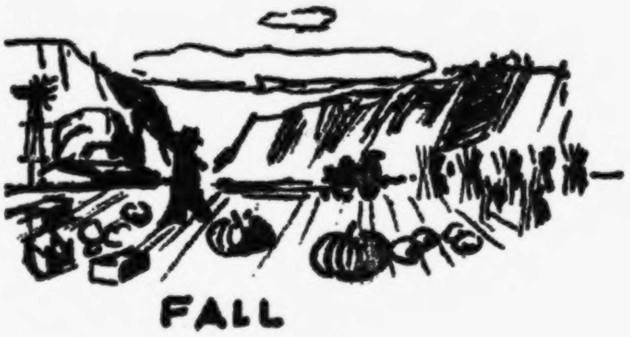
A: Well, I know January and February. They are winter months.

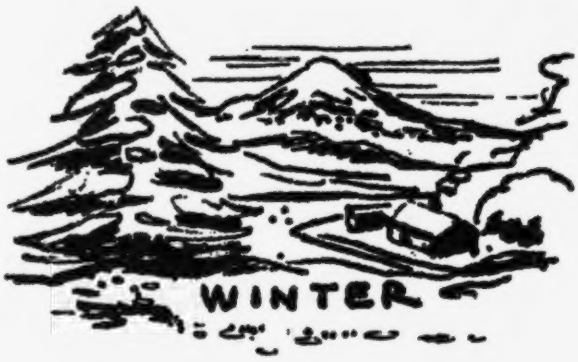
B: That's right. December is a winter month too.

2.









A: What are the names of the spring months?

B: They are March, April, and May. The summer months are June, July, and August.

A: What are the fall months?

B: They are September, October, and November. The winter months are December, January, and February.

3.

The teacher: Mr. Martinez, do you know the days of the week in English?

Mr. Martinez: Yes, I do.

The teacher: What are they?

Mr. Martinez: They are Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday.

4.

The teacher: What day is today, Mrs. Bernal?

Mrs. Bernal: It is _______________.

The teacher: That's right. Mrs. Lopez, what was yesterday?

Mrs. Lopez: It was _______________.

The teacher: Good! What will tomorrow be, Mr. Sanchez?

Mr. Sanchez: It will be _______________.

The teacher: That's right.

5.

The teacher: What is this month, Mr. Villa?

Mr. Villa: It is _______________.

The teacher: Good! What was last month, Mrs. Lopez?

Mrs. Lopez: It was _____________________.

The teacher: That's right. What will next month be, Mrs. Rivera?

Mrs. Rivera: It will be _______________.

6.

The teacher: What is this year, class?

The class: It is ________________.

The teacher: What was last year?

The class: It was ____________.

The teacher: What will next year be?

The class: It will be _________.

7.

The teacher: How many days are there in a week?

The class: There are seven.

The teacher: Good! How many months are there in a year?

The class: There are twelve.

The teacher: How many seasons are there in a year?

The class: There are four.

The teacher: That's right. What are the names of the seasons?

The class: They are winter, spring, summer, and fall.

The teacher: Yes, that's right.

EXERCISES

Exercise A. Practice pronouncing these expressions after your teacher.

know (I know, he knows)
month, months
January
February
March
April
May
June
July
August
September
October
November
December
season, seasons
winter
spring
summer
fall

the names of (the seasons)
the days of the week
today (Today is __________.)
yesterday
was (Yesterday was ___________.)
tomorrow
will be (Tomorrow will be ________.)
this month (This month is ________.)
last month (Last month was __________.)
next month (Next month will be __________.)
this year (This year is _______.)
last year (Last year was ______.)
next year (Next year will be ______.)
How many _____ are there _________?
There are _______.
That's right _________.
Good!

Exercise B: Complete these sentences, then practice them aloud.

1. There are seven __________ in a __________.
2. There are twelve __________ in a __________.
3. There are four __________ in a __________.
4. December, January, and February are the __________months.
5. March, April, and May are the __________ months.
6. June, July, and August are the __________ months.
7. September, October, and November are the __________ months.

Exercuse C. Complete and practice these sentences.

A: What is this season?

B: It is __________.

A: What was last season?

B: It was __________.

A: What will next season be?

B: It will be __________.

Exercise D: Use is or was to complete each of the sentences in this conversation. Use also the true names of days and months. Practice the conversation.

A: What __________ today?

B: It _____ __________.

A: What __________ yesterday?

B: _____ __________ yesterday.

A: What __________ this month?

B: It __________ __________.

Exercise E: Copy Conversations 4, 5, and 6.

Exercise F: Review the conversations in Unit Seven, then practice repeating the following after your teacher.

1. I live in New Mexico. I don't live in Texas.
2. You live in New Mexico. You don't live in Texas.
3. Ed lives in New Mexico. He doesn't live in Texas.
4. Ann lives in New Mexico. She doesn't live in Texas.

5. We live in New Mexico. We don't live in Texas
6. You live in New Mexico. You don't live in Texas.
7. Ed and Ann live in New Mexico. They don't live in Texas.

Exercise G: For live and lives in the sentences in Exercise F, substitute work and works. Practice the sentences.

Example: I work in New Mexico. I don't work in Texas.

Exercise H: Give answers to these questions that are true for yourself. Practice the conversation with a classmate.

A: What is your name?

B: My name is ________________ ________________.

A: How do you spell your last name?

B: You spell it __ __ __ __ __ __ __.

A: Where do you work?

B: I work ______________. I am a ______________.

A: Where do you live?

B: I live in ________________.

UNIT ELEVEN

UNIT ELEVEN TEACHING NOTES

Observe the two types of answers in Exercise B -- the short and the long. Both are conversationally correct.

In Exercise C, the best conversational answers are Yes, you can and No, you can't (using the impersonal you), or Yes, I can and No, I can't. These short answers are usual in conversational English. It is a good test of aural comprehension to see whether students can answer readily in this way. As the questions and answers are practiced, a point should be made of stressing the can and can't of the reply.

In Conversation 4, give thorough practice to

Is there a workshop at the Center?

Yes, there is.

An interpreting sentence could be

Does the Center have a workshop?

Yes, it does.

The sentence There is a big work table in the sewing room is a little long for immediate repetition. With this, as with any long sentences in the book, it is wise to break up the sentence and build it up like this:

----in the room.

----in the sewing room.

----a table in the sewing room.

----a big table in the sewing room.

----a big work table in the sewing room.

There is a big work table in the sewing room.

By beginning at the end and working backward, normal intonation is easily observed.

A good supplementary drill on the There is/There are pattern can easily be done with actual objects or objects in pictures. For example:

There is a book on the table.

There is a pencil on the table.

There are two pencils on the table.

There is a truck on the road.

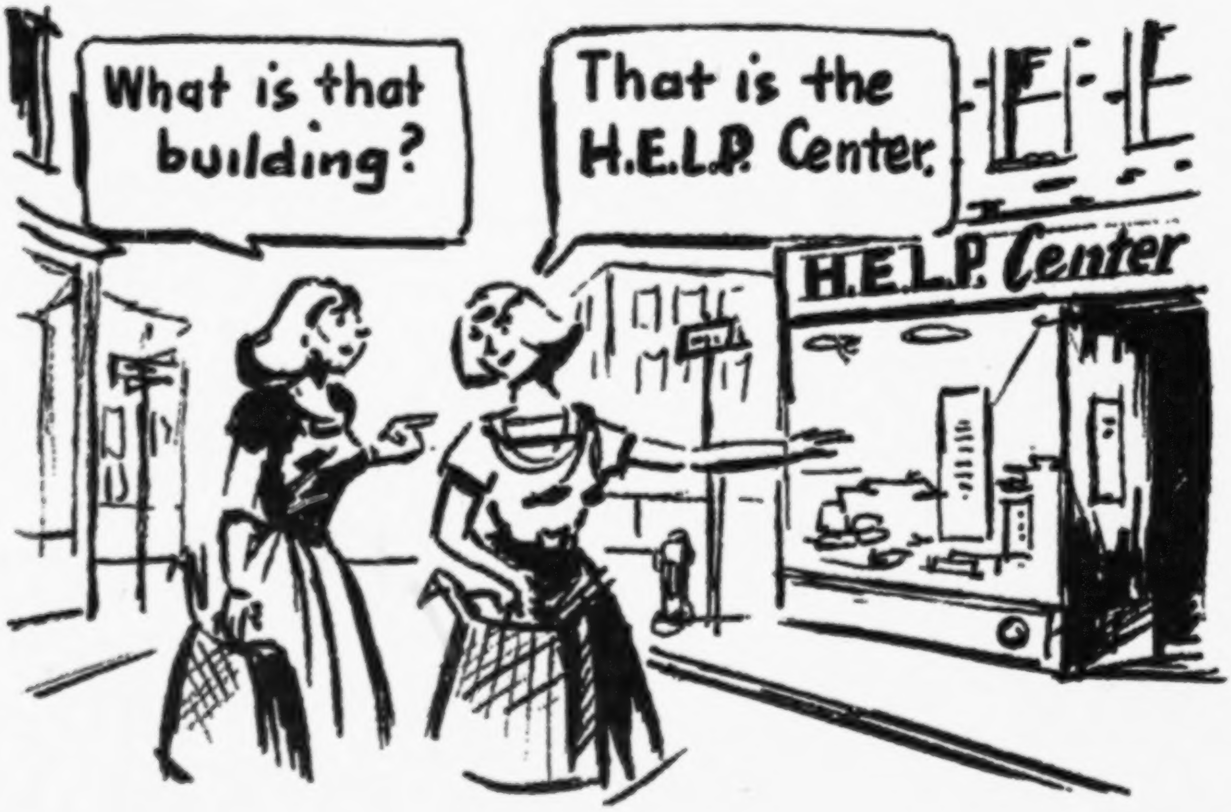
There are a lot of cars on the road.

If it is too much to memorize all six conversations, 1 and 2 might be omitted.

Special pronunciation drill can be given to words the class find troublesome.

CONVERSATIONS

1.


What is that building?
That is the H.E.L.P. Center.
H.E.L.P. Center

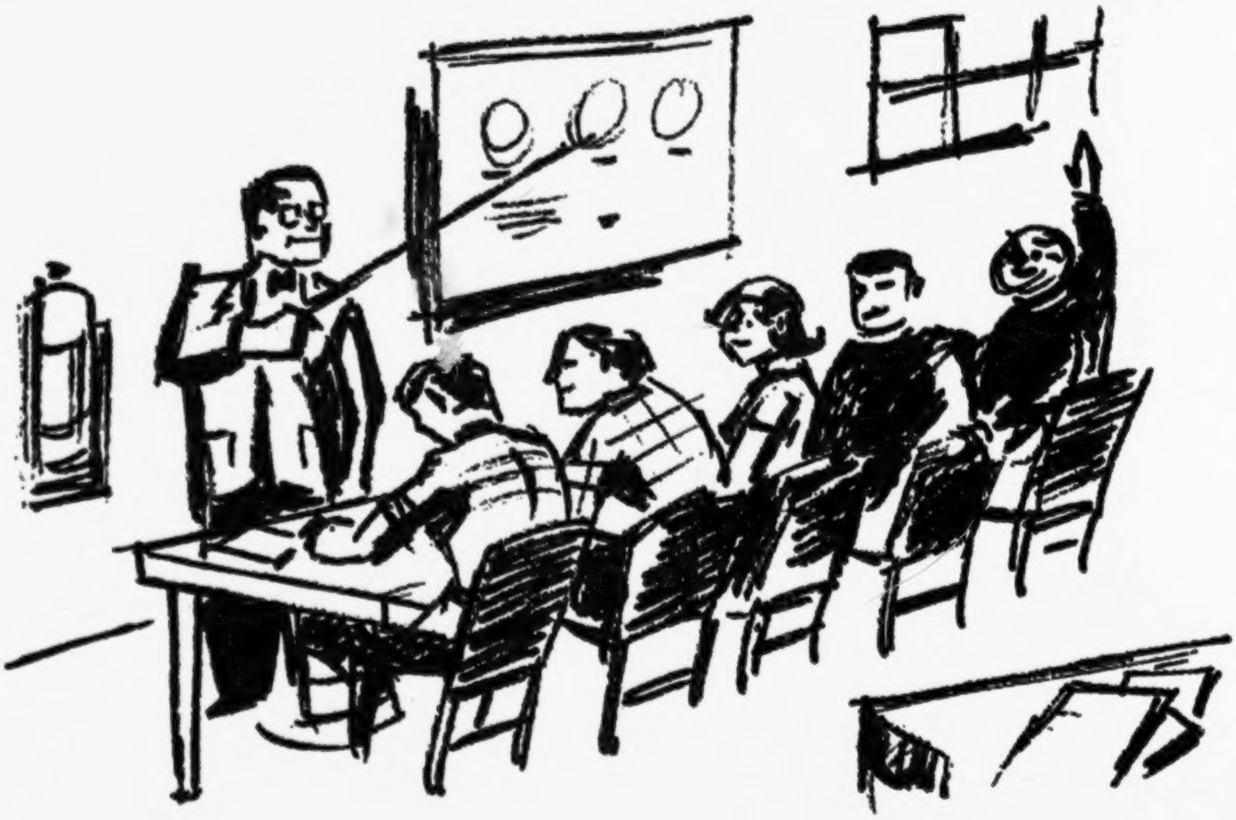
Mrs. Lopez: What is that building?

Mrs. Rivera: That is the HELP Center.

Mrs. Lopez: Do you go to the HELP Center?

Mrs. Rivera: Yes, I do. I go there every week.

2.



Mrs. Lopez: Why do you go to the Center?

Mrs. Rivera: I go to study English.

Mrs. Lopez: Do you have a lesson every day?

Mrs. Rivera: No, I don't. I have a lesson every Tuesday and Thursday.

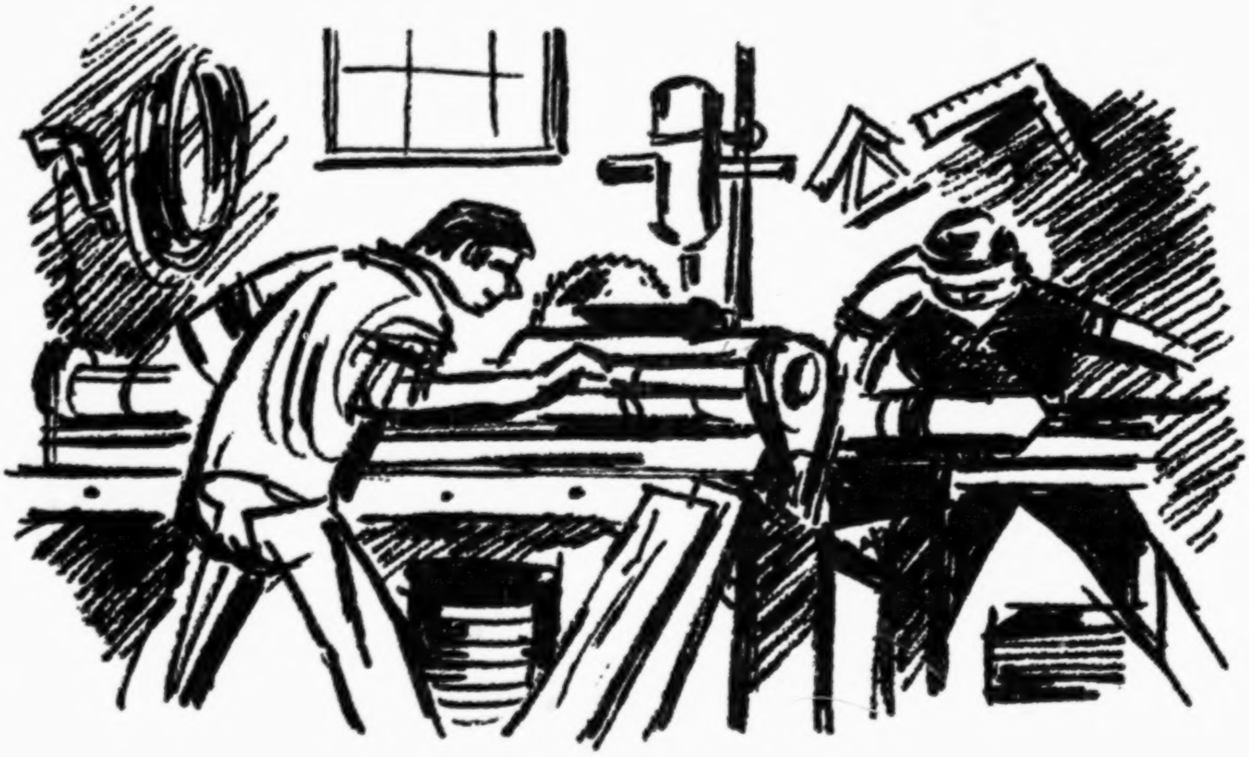
3.

Mrs. Lopez: I want to study English too. Can I go to the HELP Center with you?

Mrs. Rivera: Yes, you can. You can go with me next Tuesday.

Mrs. Lopez: Oh, thank you very much!

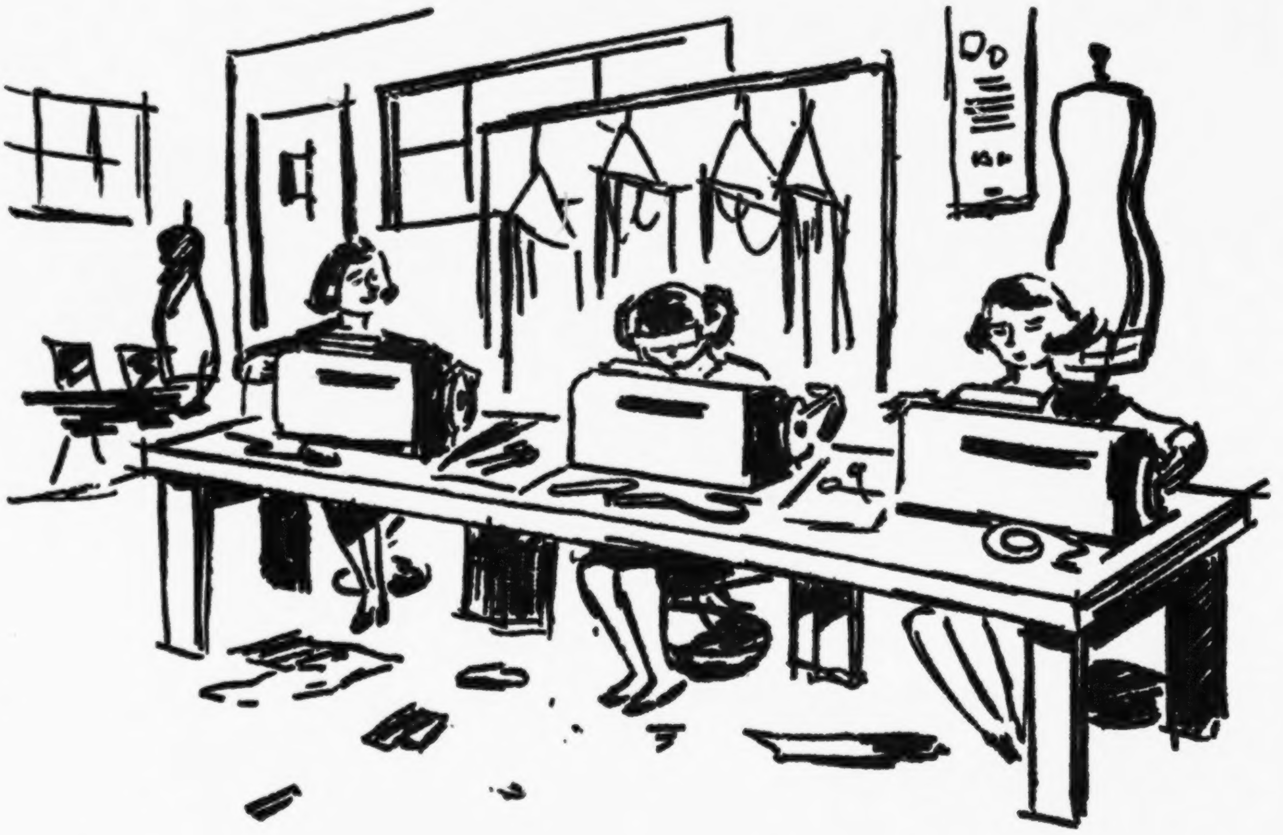
4.



This is a woodworking shop.

Mr. Cortez:	Do you study English at the HELP Center, Mr. Rivera?
Mr. Rivera:	Yes, I do. I go to a woodworking class too.
Mr. Cortez:	Oh, is there a workshop at the Center?
Mr. Rivera:	Yes, there is.
Mr. Cortez:	How many workbenches are there in the shop?
Mr. Rivera:	There are two workbenches and a lot of tools.

5.



This is a sewing room.

Mrs. A:	Are there sewing classes at the HELP Center?
Mrs. B:	Yes, there are. The teacher's name is Mrs. Watson, and she's a very good teacher.
Mrs. A:	How many sewing machines does the Center have?
Mrs. B:	It has three. And there is a big work table in the sewing room.

6.

Mrs. B: Do you want to go to the sewing class with me?

Mrs. A: Yes, I do.

Mrs. B: Can you go with me next Wednesday afternoon?

Mrs. A: No, I can't. I am sorry.

Mrs. B: Can you go on Friday?

Mrs. A: Yes, I can. Thank you very much?

EXERCISES

Exercise A. Learn the correct pronunciation of these expressions by repeating them after your teacher.

building, buildings

HELP Center

go (I go, he goes)

classroom, classrooms

Why (do you go)?

(I go) to study

lesson, lessons

can (I can go, he can go)

can't = cannot

with me

next (Tuesday)

woodworking class, woodworking classes

workshop, workshops

study (I study, he studies)

workbench, workbenches

shop, shops

tool, tools

a lot of (tools)

sewing class, sewing classes

sewing room, sewing rooms

sewing machine, sewing machines

work table, work tables

good

big

very

Thank you very much.

I am sorry.

there

Exercise B. Practice answering these questions with the short answers first, then with the long ones. Use to and for correctly in 5 and 6.

1.	Why does Mrs. Rivera go to the HELP Center?	To study English. She goes to study English.
2.	Why does Mrs. Watson go to the Center?	To teach sewing classes. She goes to teach sewing classes.
3.	Why does Mr. Bernal go to the factory?	To work. He goes to the factory to work.
4.	Why does Mr. Rivera go to the Center?	For a woodworking class. He goes for a woodworking class.
5.	Why do you go to the supermarket?	____________groceries. I go ________groceries.
6.	Why do you go to the supermarket?	____________groceries. I go ____ buy groceries.

Exercise C. Answer these questions with common sense. Say Yes, I can, or No, I can't to each.

1. Can you study English at the HELP Center?
2. Can you buy a car at the HELP Center?
3. Can you go to a sewing class at the HELP Center?
4. Can you go to a woodworking class at the HELP Center?
5. Can you buy a loaf of bread at a grocery store?

Exercise C. (Continued)

6. Can you buy cookies at a grocery store?
7. Can you buy potatoes and onions at a grocery store?
8. Can you buy a tractor at a grocery store?
9. Can you buy a pair of shoes at a grocery store?
10. Can you buy bananas at a grocery store?
11. Can you buy eggs at a grocery store?
12. Can you buy a watch at a grocery store?
13. Can you buy a pound of sugar at a grocery store?
14. Can you buy a book at a book store?
15. Can you buy groceries at a supermarket?

Exercise D. Practice the underlined phrases in the following sentences, then each full sentence.

1. *A lot of men and women* go to the HELP Center every day.
2. Dr. and Mrs. Salazar have *a lot of children*. They have six boys and seven girls.
3. Mrs. Salazar buys *a lot of groceries* every day.
4. There are *a lot of chairs* in our classroom.
5. There are *a lot of tools* in the workshop.
6. *A lot of men and women* work in factories in California.
7. Supermarkets sell *a lot of groceries* every day.
8. There are *a lot of cars* on the road every day.

Exercise E. Copy Conversations 1, 2, and 4. Copy also 3, 5, and 6 if you have time.

UNIT TWELVE

UNIT TWELVE TEACHING NOTES

In the teaching notes for Unit Nine we discussed the two present tenses shown in these examples:

1. Mr. Rivera works every day.

2. He is working now.

This unit begins practice in the am/is/are-ing form and the time now expressed or understood.

Exercise E gives practice in both the present tense with now and the present tense with every day.

It is natural to use the now form in captions of action pictures such as She is taking care of the children now, and The children are playing, etc. There can be no better introduction to the am/is/are-ing form than thorough practice of these sentences while the pictures with such captions are projected in front of the class. The captions of these pictures are as important as the conversations.

In the conversations there are numerous sentences with every day expressed or understood, like the following:

Children come every day.

Two women take care of the children (every day).

The children play (every day).

They eat lunch (every noon).

They sleep every afternoon.

In Exercise E, be sure that the following forms are used to complete the second of each pair of sentences:

1. works
2. teaches
3. plays
4. study
5. buys
6. sells
7. teaches
8. sleep
9. eat

An excellent additional drill goes like this:

TEACHER: The children are sleeping now. Class, please repeat. The class repeats.

TEACHER: Miss Sena, please repeat the sentence.

MISS SENA: The children are sleeping now.

TEACHER: Good! Use Every Afternoon.

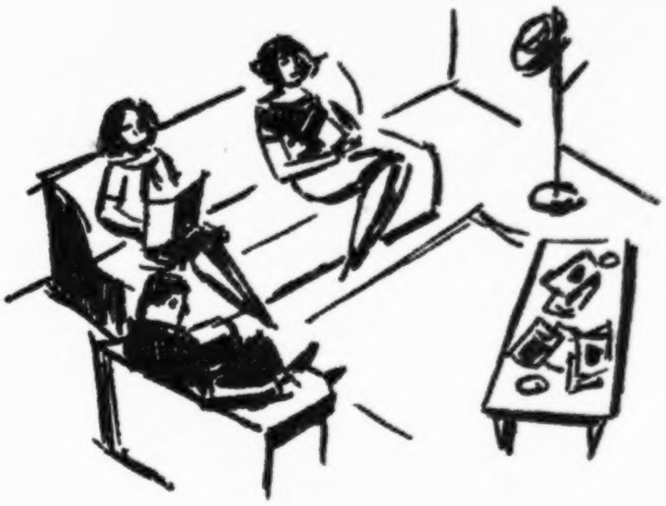
MISS SENA: The children sleep every afternoon.

TEACHER: Excellent!

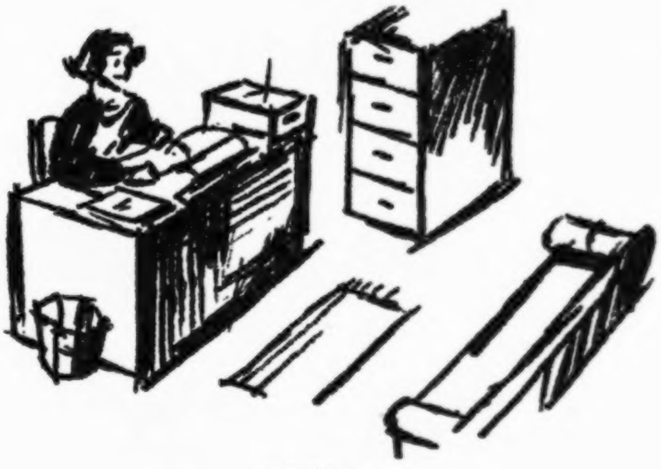
For special pronunciation, practice thank you, this, that, and other words with th; review name and farm; review school, skirt, stockings. Practice sleep.

CONVERSATIONS

1.



Reception room



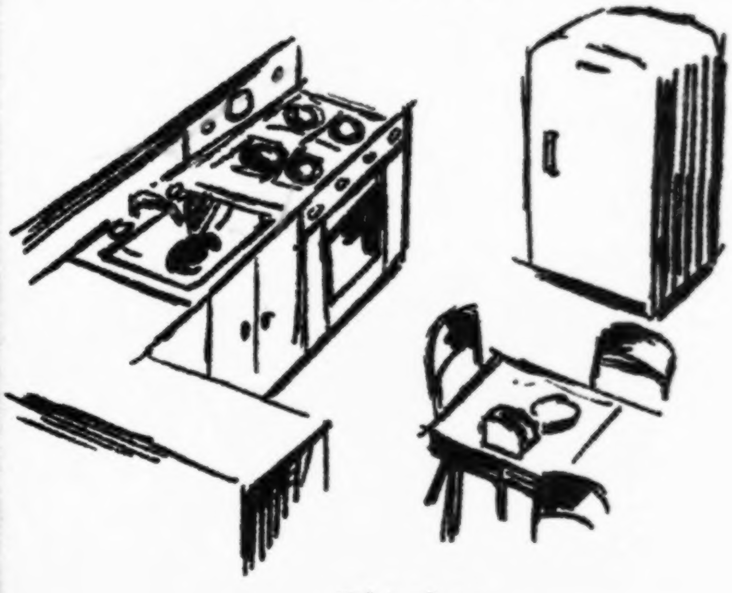
Office

Mr. A: How many rooms are there in the HELP Center?

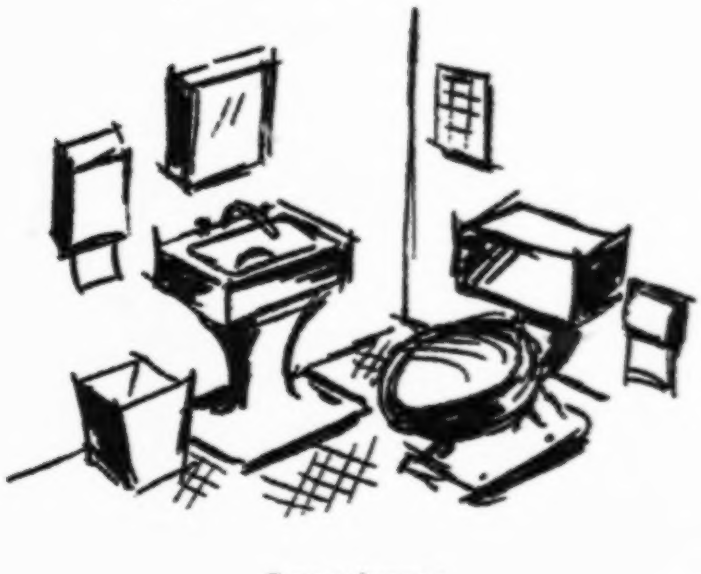
Mr. B: There are eight or nine. It has a reception room, an office, two classrooms, a workshop, a sewing room, a kitchen, and a nursery.

Mr. A: Is there a lavatory in the building?

Mr. B: Yes, there are two.

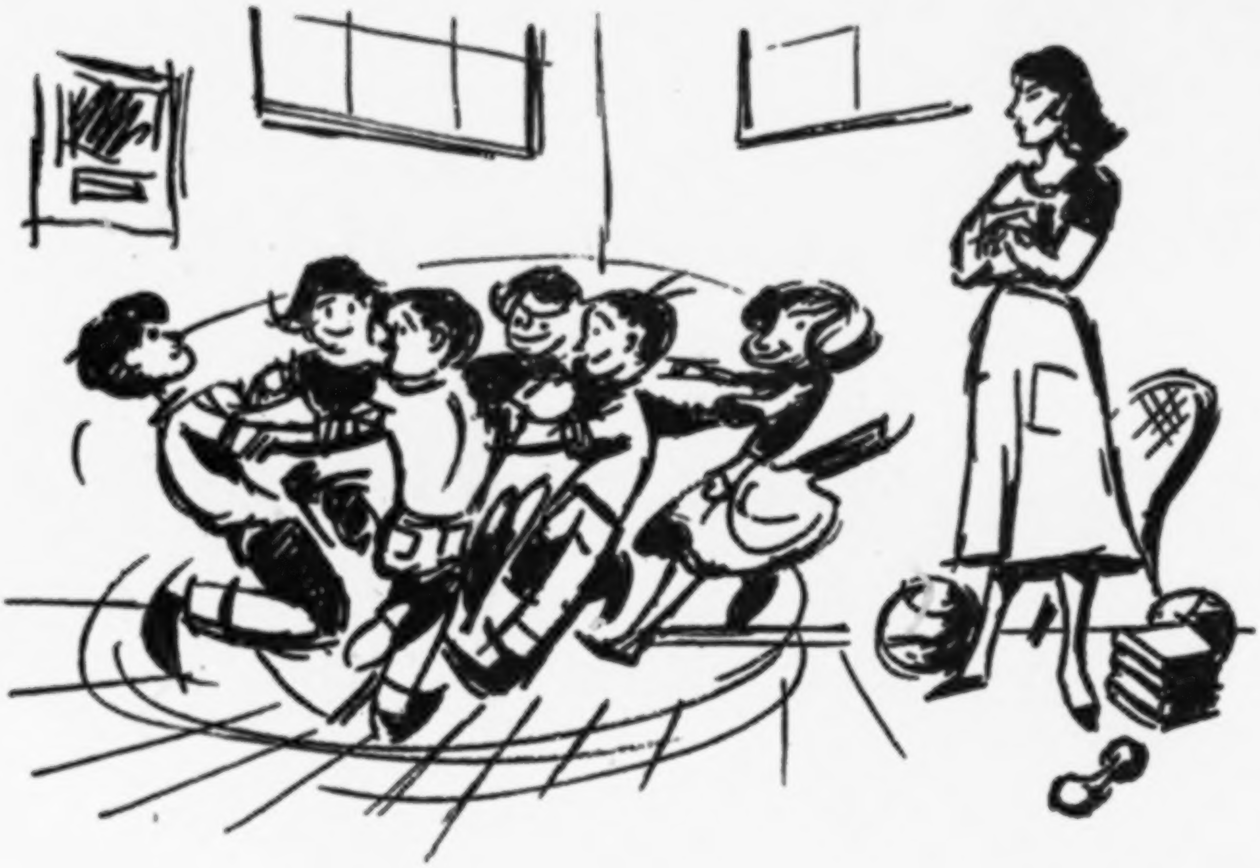


Kitchen



Lavatory

2.



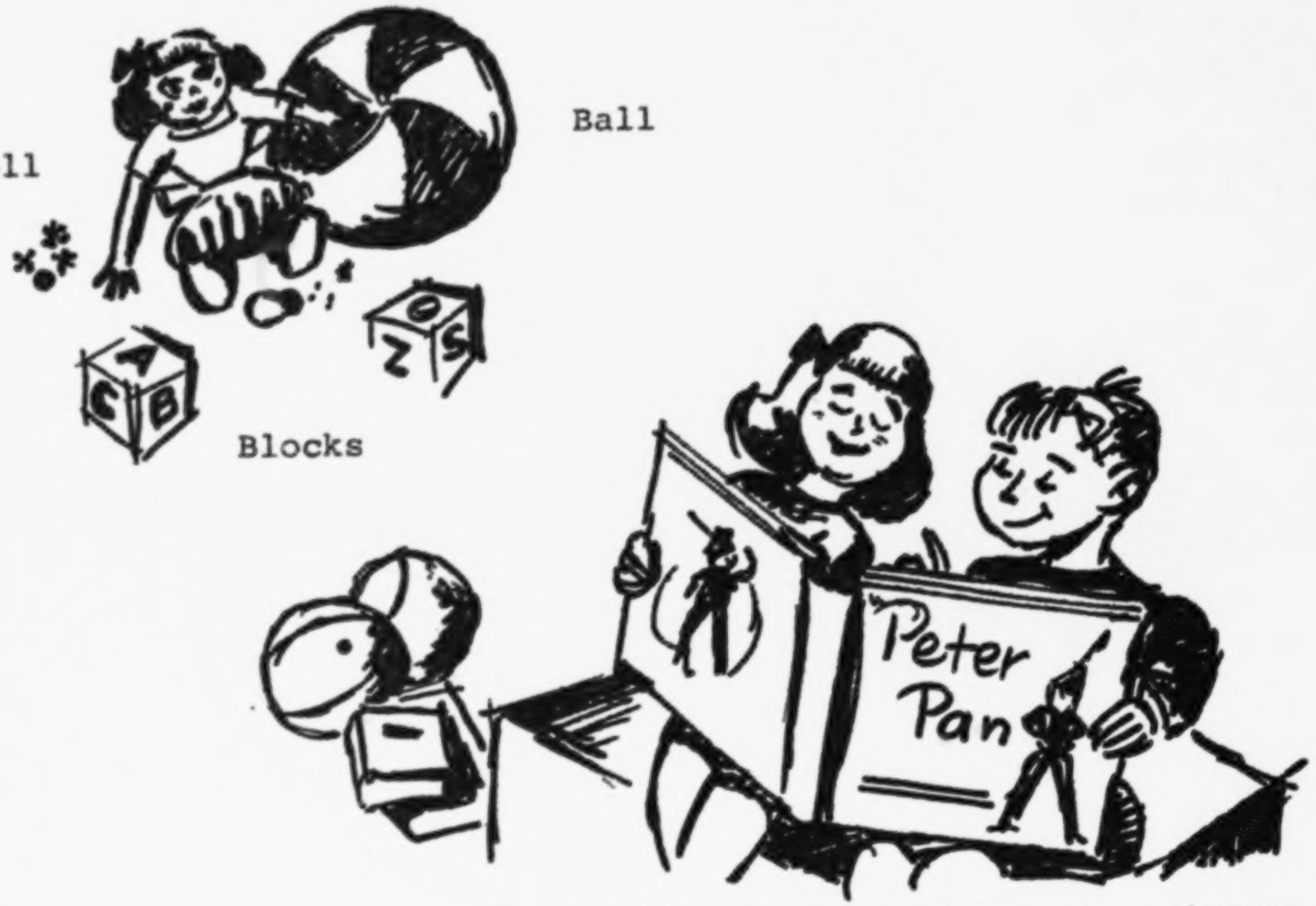
This is the nursery. This young woman is Miss Villa. She is taking care of the children now. The children are playing.

Mrs. A: Is the nursery for children?

Mr. B: Yes, it is. Ten or fifteen little children come to the nursery every day. Two young women take care of the children.

3.

These are toys.



These children are looking at a picture-book.

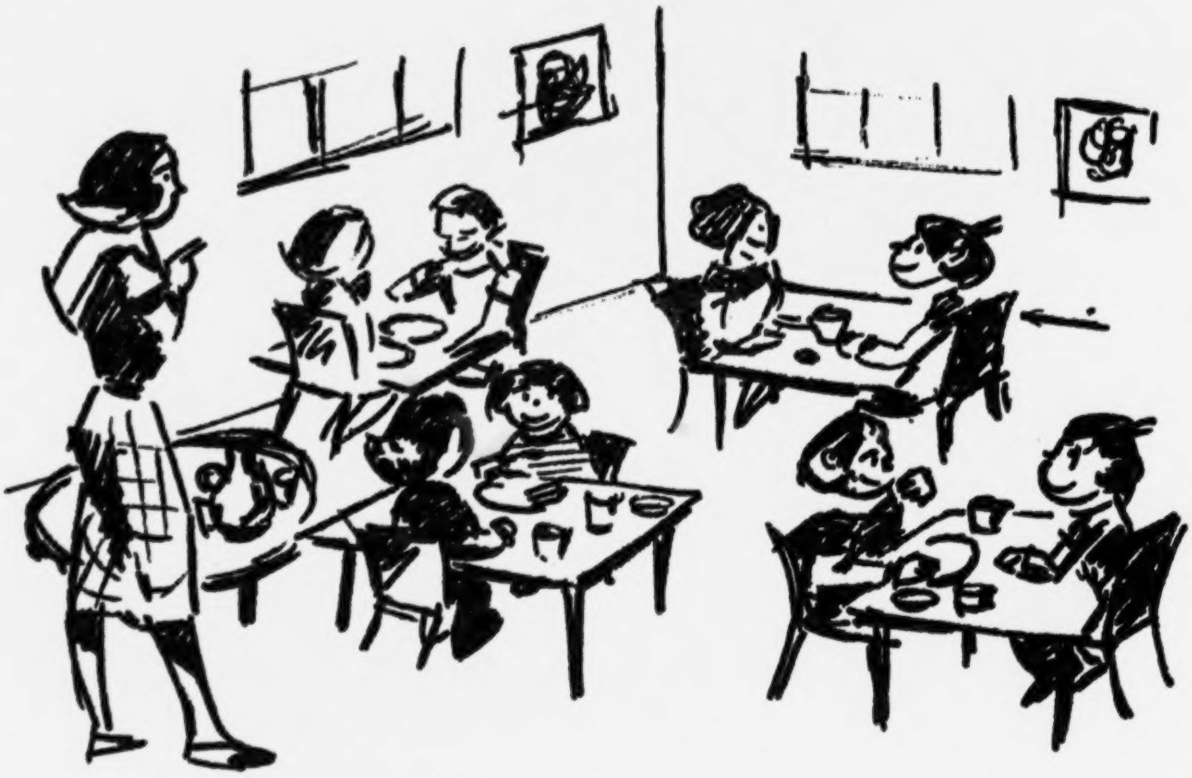
Mrs. A: What do the children do in the nursery all day?

Mrs. B: They play, they look at picture books, and at noon they eat lunch.

Mrs. A: Are there toys and books in the nursery for the children?

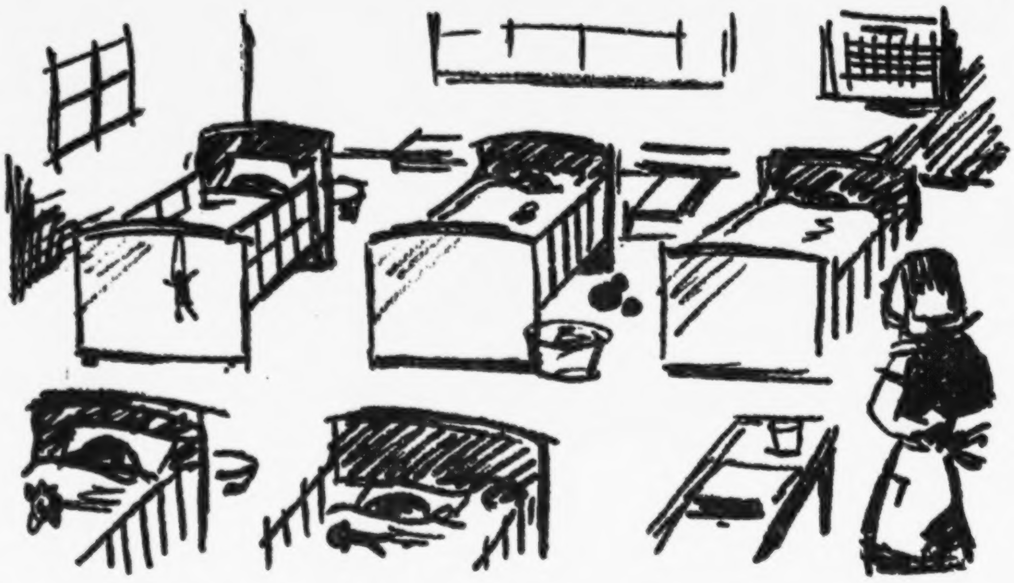
Mrs. B: Yes, there are. And there are little tables and chairs and little beds.

4.



These children are eating lunch now.

Mr. A:	Do the children sleep in the nursery at night?
Mr. B:	No, they don't. They go home at night.
Mrs. B:	The children sleep in the nursery every afternoon.



These children are sleeping now.

EXERCISES

Exercise A. Practice pronouncing these expressions after your teacher.

reception room, reception rooms
kitchen, kitchens
nursery, nurseries
lavatory, lavatories
for (children)
little
come (I come, he comes)
young
take care of (children)
taking care of
now
What do they do? (What does he do?)
play (I play, he plays)
look at (pictures)
looking at (pictures)
picture, pictures
noon
at noon
eat (I eat, he eats)
eating
lunch, lunches
toy, toys
bed, beds
sleep (I sleep, he sleeps)
sleeping
night
at night
go home (I go home, he goes...)

Exercise B. Practice aloud the underlined phrases in these sentences, then practice the complete sentences. Use for and of correctly in 11 and 12.

1. Nurseries are for children.
2. English classes are for men and women.
3. Sewing classes are for women.
4. Woodworking classes are for men.
5. Jane Sandoval works for a doctor.
6. Maria can go to the grocery store for her mother.
7. Two women take care of the children in the nursery.
8. Fathers and mothers take care of their children.
9. Maria can take care of Joe and Albert for her mother.
10. Miss Bond is a nurse. She takes care of men, women, and children in the hospital.
11. Miss Villa is taking care ____ the children this morning.
12. Mrs. Sandoval buys a lot of groceries ______ her family.

Exercise C. Insert the adjectives before the underlined nouns, and then practice the sentences.

1. (good) Mrs. Watson is a *teacher*.
2. (young) Miss Villa is a *woman*.
3. (big) There is a *table* in the sewing room.
4. (little) There are *beds* for the children in the nursery.
5. (little) Albert and Joe are *boys*.
6. (good) The HELP Center has *English classes*.

Exercise D. Practice these pairs of sentences, and observe carefully the verb forms *am/is/are* plus - *ing* with *now*. Observe also forms like *eat/eats*, *sleep/sleeps*, *study/studies* with *every day*, and *every afternoon*.

1. The children *are eating* lunch *now*. They *eat* lunch *every day*.
2. They *are not sleeping* *now*, but they *sleep* *every afternoon*.
3. Mrs. B. *is studying* English *now*. She *studies* *every day*.
4. I *am studying* English *now*. I *study* *every day*.

Exercise E. Use the correct verb forms with *every day*, etc., in the following incomplete sentences. For examples, see Exercise D. Practice the pairs.

1. Mr. Rivera is working now. He ______________ every day.
2. Mr. Carter is teaching now. He ______________ every day.
3. Pedro is playing with his brothers now. He ________ with his brothers every day.
4. You and I are studying now. We ________ every day.

Exercise E. (Continued)

5. Mrs. S. is buying bread now. She ________ bread every day.

6. The clerk is selling groceries now. He ________ groceries every day.

7. Mrs. Watson is teaching sewing now. She _________ every Thursday.

8. I am not sleeping now, but I _________ every night.

9. You are not eating now, but you _________ every day.

Exercise F. Copy Conversations 2, 3, and 4 -- more if you have time.

UNIT THIRTEEN

UNIT THIRTEEN TEACHING NOTES

The conversations give two ways of telling time, for the class needs to understand both. After going through Conversations 1 - 6, other examples of clock time could profitably be practiced.

Conversations 7 - 10 give thorough practice in verbs in the present in which now is understood even if not always expressed. Conversations 7 - 9 should be thoroughly practiced while the pictures are projected. Thus the class should begin to associate the am/is/are-ing form with action going on, as it were, before their eyes.

In Conversations 7 - 9 the Riveras themselves talk, using mainly the subjects you and I. Conversation 10 uses subjects in the third person -- Mr. and Mrs. Rivera, they; Mr. Rivera, he; Maria, she, etc. This is to afford broad practice of the verb forms with now.

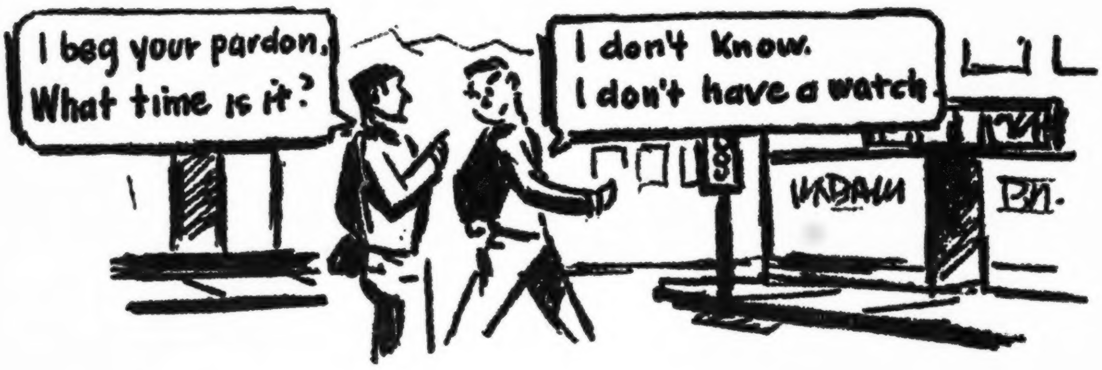
Exercises C and D carry on with the Rivera family 30 minutes later than Conversations 7 - 10 and practices negative and affirmative forms with now.

The teacher might be selective in choosing just which conversations shall be memorized. All should be well practiced.

Give special pronunciation practice to words with the i sound in Miss and the e sound in tree. Review the ur words -- girl, work, nurse, shirt, skirt, and any others in A exercises to date.

CONVERSATIONS

1.


I beg your pardon. What time is it?
I don't know. I don't have a watch.

A: I beg your pardon. What time is it?

B: I don't know. I don't have a watch.

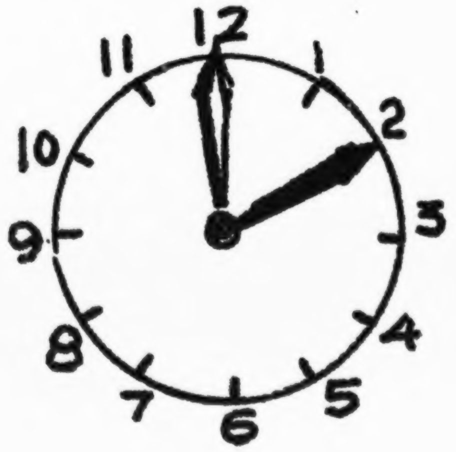
2.

A: I beg your pardon. What time is it?

C: It's two o'clock.

A: Thank you.

C: You're welcome.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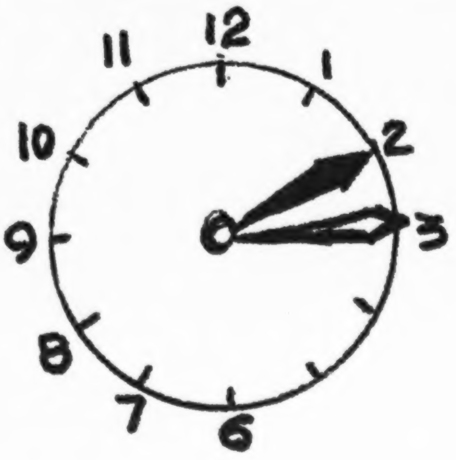
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3.

B: What time is it?

C: It's 2:15

B: Is 2:15 the same as a quarter past two?

C: Yes, it is.

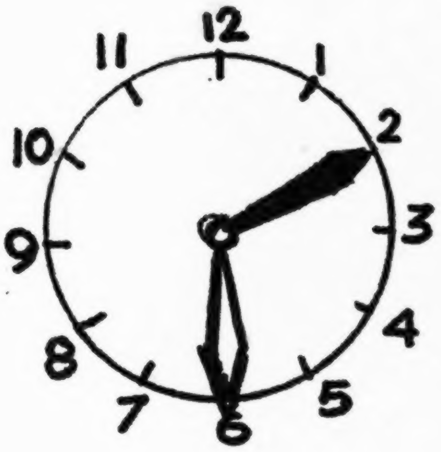
4.

B: What time is it, please?

D: It's 2:30.

B: Is that the same as half past two?

D: Yes, it is.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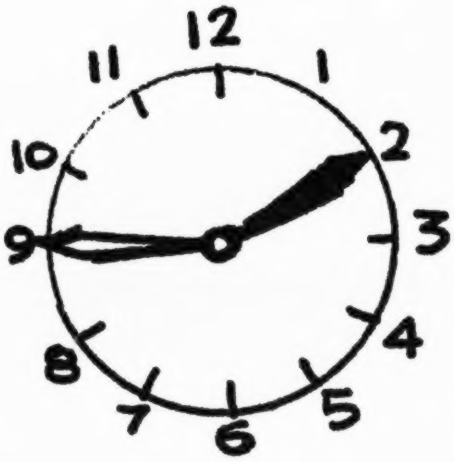
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E: What time is it?

F: It's 2:45.

E: Is 2:45 the same as a quarter of three?

F: Yes, it is.

6.

G: What time is it, please?

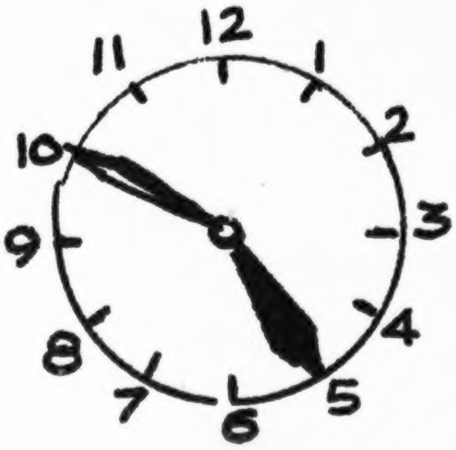
H: It is 5:50.

G: Is 5:50 the same as ten minutes of six?

H: Yes, it is.

G: Thank you.

H: You're welcome.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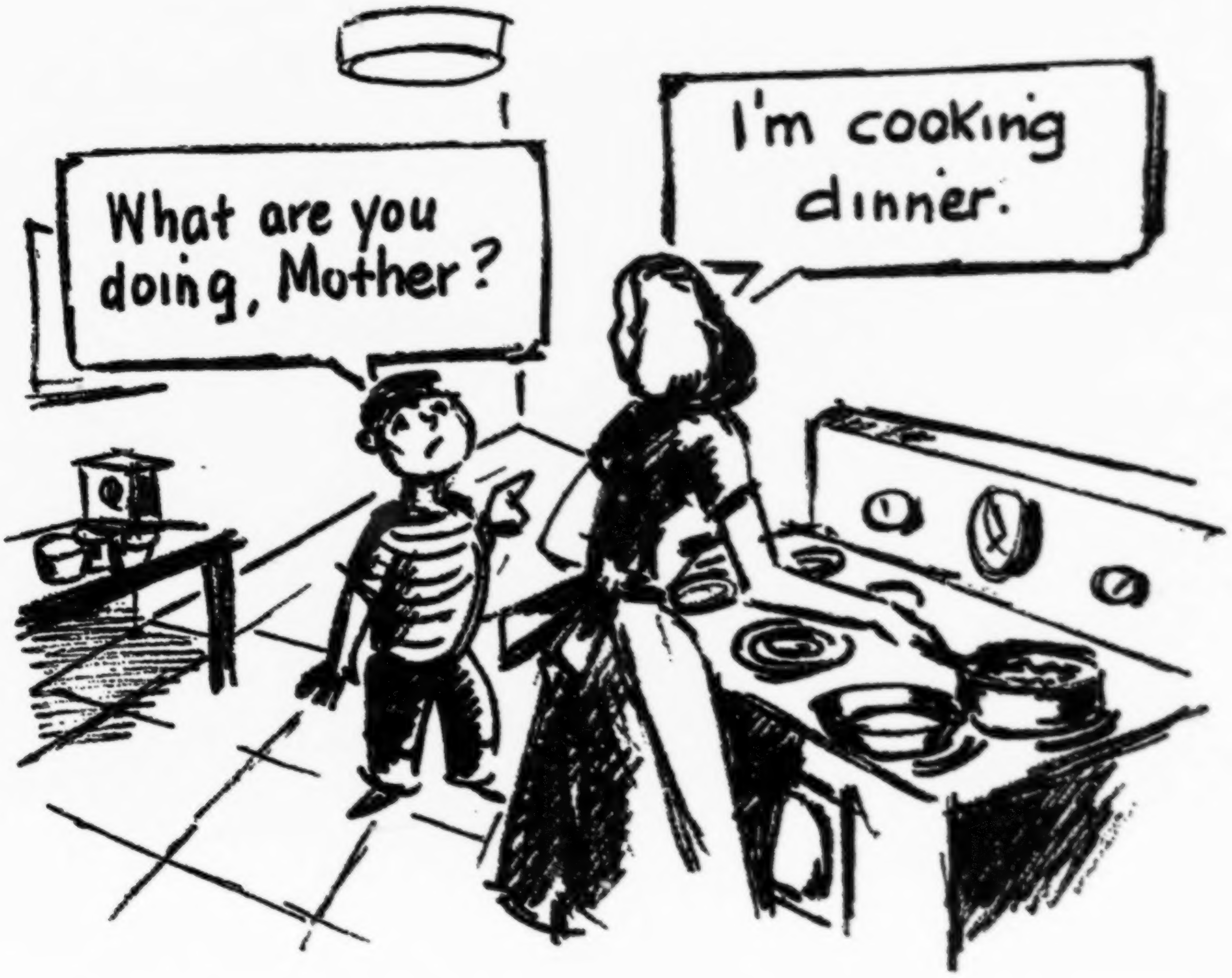
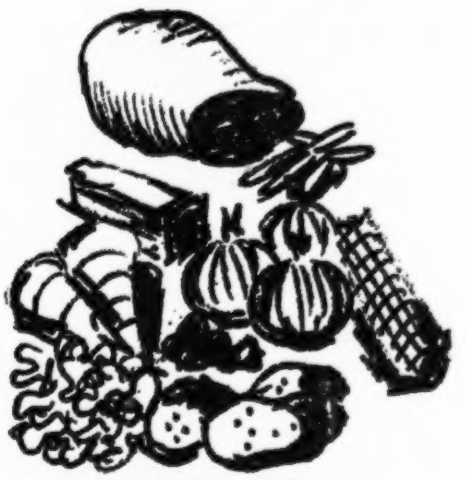
7.


What are you doing, Mother?
I'm cooking dinner.


Vegetables

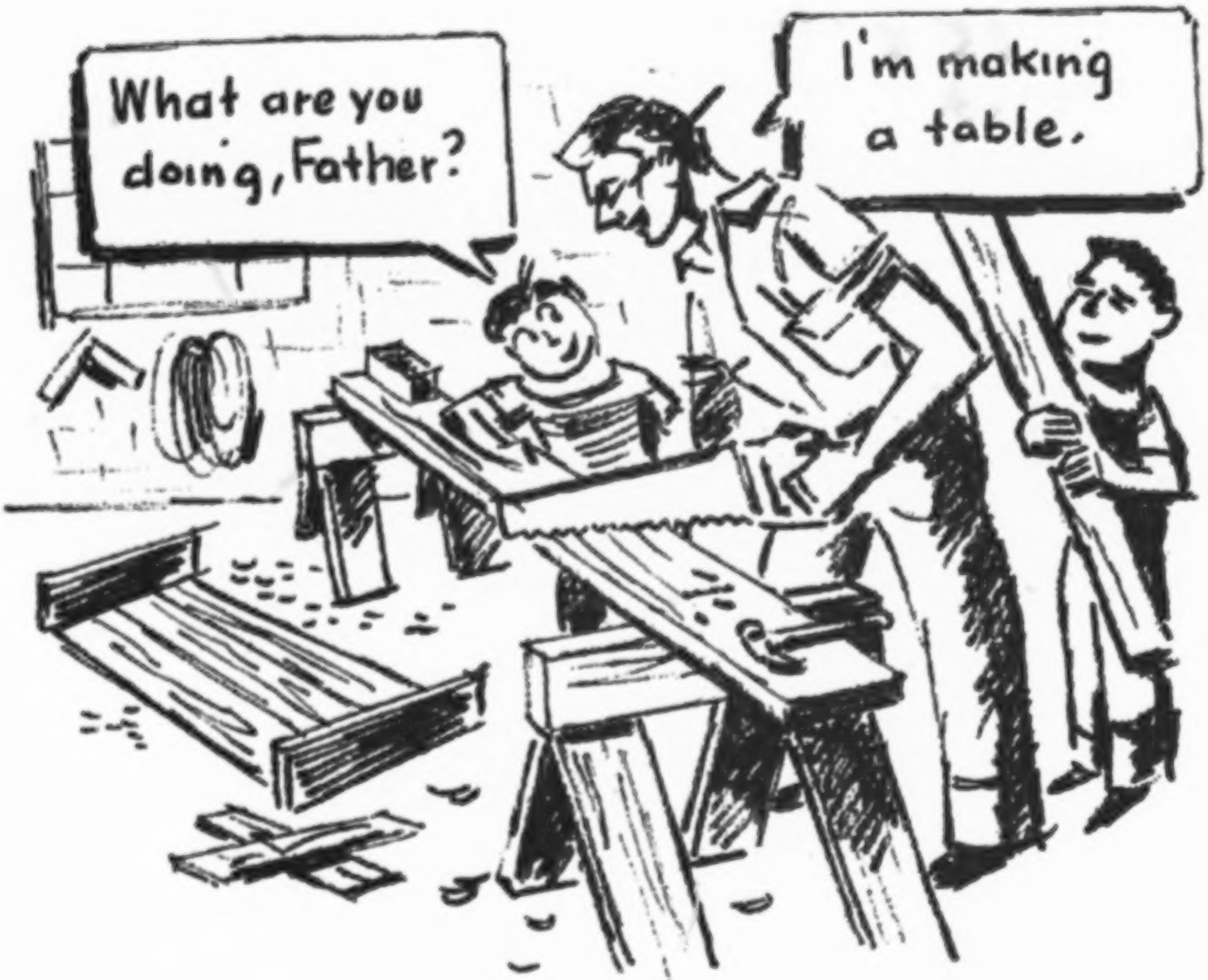
Albert: What are you doing, Mother?

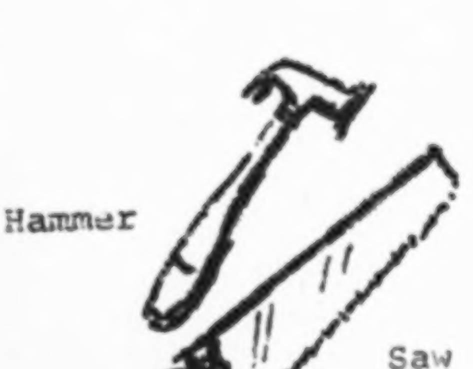
Mrs. Rivera: I am cooking dinner.

Albert: Are you cooking meat?

Mrs. Rivera: Yes, I am. I'm cooking vegetables too.

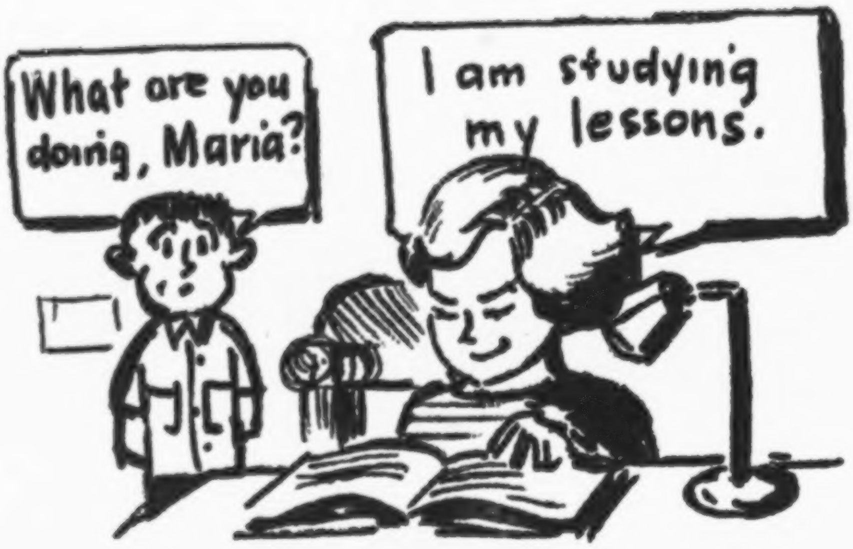
8.


What are you doing, Father?
I'm making a table.


Hammer
Saw
Nails

Joe:	What are you doing, Father?
Mr. Rivera:	I'm making a table.
Joe:	What are these things?
Mr. Rivera:	They are tools. This is a saw, and that is a hammer.
Joe:	What do you call these?
Mr. Rivera:	They are nails.
Joe:	What are you doing, Pedro?
Pedro:	I am helping Father.

9.


What are you doing, Maria?
I am studying my lessons.

Albert: What are you doing, Maria?

Maria: I am studying my lessons.

10.

A: What time is it?

B: It's six o'clock in the evening.

A: Where are Mr. and Mrs. Rivera?

B: They are at home. The children are at home too.

A: What is Mr. Rivera doing?

B: He is making a table. Pedro is helping his father.

A: What is Maria doing?

B: She is studying her lessons.

A: What is Mrs. Rivera doing?

B: She is cooking meat and vegetables for dinner.

A: What are the twins doing?

B: They are asking questions. They ask a lot of questions every day.

A: Yes, they do. And their father and mother answer a lot of questions for the twins every day too.

EXERCISES

Exercise A. Learn to pronounce these expressions by repeating them after your teacher.

I beg your pardon.

What time is it?

I don't know.

It's (two o'clock).

o'clock

the same as

a quarter past (two)

half past (two)

a quarter of (three)

ten minutes of (three)

What (are you) doing?

cook, cooking

dinner, dinners

meat

vegetable, vegetables

make, making

thing, things

saw, saws

hammer, hammers

nail, nails

help, helping

at home

ask, asking

question, questions

answer, answering

Exercise B. Complete each of these sentences with am, is, or are. Practice the completed sentences aloud after your teacher has approved them.

1. It ______ six o'clock in the evening.
2. Mrs. Rivera _________ cooking dinner now.
3. Maria ________ studying her lessons.
4. Mr. Rivera ________ making a table.
5. Pedro ________ helping his father.
6. Joe and Albert _______ asking a lot of questions.
7. Mr. and Mrs. Rivera ________ answering the little boys' questions.
8. I _______ studying English now.
9. You and I ________ studying English now.

Exercise C. Practice these sentences aloud. Notice that the story continues that of Exercise B.

1. It is 6:30 now.
2. Mrs. Rivera is not cooking now.
3. Pedro is not helping his father now.
4. Maria is not studying.
5. The Rivera's are eating dinner now.
6. They are eating meat and vegetables.
7. The little boys are asking questions.
8. They are eating and asking questions.

Exercise D. The following questions and answers are made by changing sentences 1-3 of Exercise C. Make questions and answers of 4-8 in the same way. When approved by your teacher, practice the questions and answers.

1. Is it 6:30 now?

   Yes, it is.

2. Is Mrs. Rivera cooking now?

   No, she isn't.

3. Is Pedro helping his father now?

   No, he isn't.

Exercise E. Complete the following incomplete sentences with the form of study correctly associated with now, that is, am/is/are plus studying. When approved, practice the sentences aloud in pairs.

1. I study every day. I am studying now.
2. You study every day. You ____________ now.
3. Mr. Lopez studies every day. He ____________ now.
4. Mrs. Lopez studies every day. She ____________ now.
5. You and I study every day. We ____________ now.
6. Mr. and Mrs. Lopez study every day. They ____________ now.

Exercise F. Practice sentences 1 and 2, then complete 3, 4, and 5. Practice all the sentences.

1. Half past two is the same as 2:30.
2. A quarter of four is the same as 3:45.
3. Twenty minutes past seven is the ________ 7:20.
4. Twenty-five minutes of eight is _________ 7:35.
5. A quarter past six is the same ______ 6:15.
6. Your book is the same as my book.
7. Albert's coat is the same as Joe's.

Exercise G. Review Conversation 6 in Unit Ten, then complete the following with the correct numbers and other necessary words.

Joe and Albert Rivera are twins. They are six years old now, Last year they were five years old. Next year they will be seven.

Maria Rivera is twelve. Last year she was ___________. Next year she will be ___________ years old.

Pedro Rivera _____ ten years old now. Last year he _____ ___________ years old. Next year he ______ be _______ years old.

Exercise H. Copy Conversations 1, 6, 10, and others if time permits.

UNIT FOURTEEN

UNIT FOURTEEN TEACHING NOTES

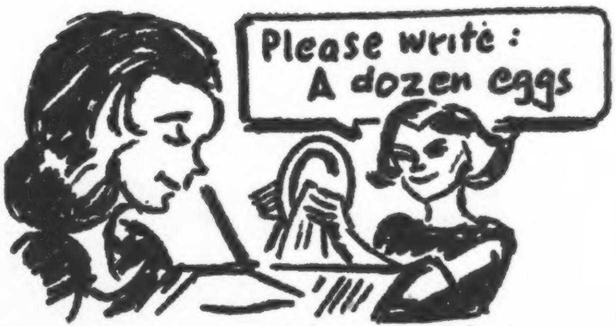
This unit introduces some new verbs, read, write, etc., but no new tenses. It does, however, give extensive practice in the imperative, e.g. Please make a list, Don't lose the money. It teaches suitable replies to imperatives, including I will and I won't. It teaches Shall I? in the sense of Do you want me to? It also teaches the pattern -- close to the imperative in meaning -- I want you to ------.

These conversations can be fun if the class has the Rivera family clearly in mind.

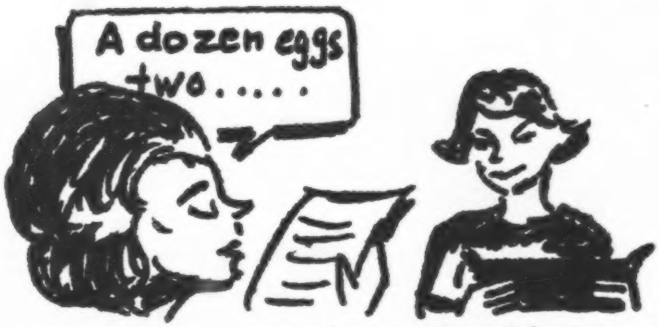
Extra practice given to the words reading, and writing will be valuable, since these words are near enough alike in sound to confuse many persons learning English.

CONVERSATIONS

1.


Please write : A dozen eggs

Maria is writing a list.


A dozen eggs two.....

Maria is reading the list to her mother.

Mrs. Rivera: Maria. I want you go to to the store for me.

Maria: All right, Mother. What shall I buy?

Mrs. Rivera: Please make a list. Do you have a pencil?

Maria: Yes, I do. What shall I write?

Mrs. Rivera: Please write: a dozen eggs.

Maria: Okay. What else shall I write?

Mrs. Rivera: Write: two loaves of bread.

Maria: What else?

Mrs. Rivera: Can you carry five pounds of sugar?

Maria: Yes, I can.

Mrs. Rivera: Good. Write: five pounds of sugar.

Maria: Okay.

Mrs. Rivera: Now read the list to me.

Maria: A dozen eggs, two loaves of bread, five pounds of sugar. Is that all?

Mrs. Rivera: Yes, that's all.

Maria: Can I buy some bananas?

Mrs. Rivera: Okay. Write half a dozen bananas.

2.

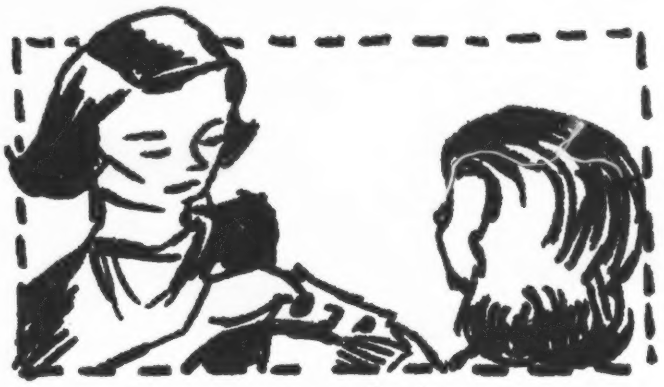
Maria: Shall I wear my coat or my jacket to the store?

Mrs. Rivera: Wear your coat.

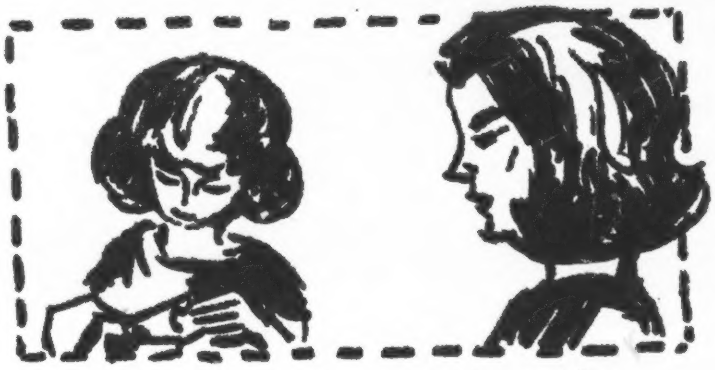
Maria: All right.

Mrs. Rivera: Put this money in your pocket, and don't lose it.

Maria: All right, I won't.



Mrs. Rivera is giving some money to Maria.



Maria is putting the money in her pocket.

3.

Joe: Can we go to the store with Maria, Mother?

Albert: Can we go with Maria, Mother? Please, Mother?

Mrs. Rivera: All right. You can go with her, but be good boys.

Joe and Albert: We will be good, Mother.

Mrs. Rivera: Don't play on the road.

Joe and Albert: Okay, we won't.

Mrs. Rivera: And help Maria. Help her carry the groceries.

Joe: I will carry the bananas.

Mrs. Rivera: All right, but don't eat them!

Albert: I will carry the sugar.

Mrs. Rivera: Maria, take good care of your brothers.

Maria: All right, Mother, I will.

Joe: Maria will take good care of us.

EXERCISES

Exercise A. Learn to pronounce these expressions correctly by repeating them after your teacher.

What shall I (buy)?

List, lists

write, writing

read, reading

to (her mother)

some (bananas)

half a dozen

wear, wearing

give, giving

money

put, putting

pocket, pockets

lose, losing

Don't (lose the money).

I won't = I will not

on the road

Be (good).

I will, we will

carry, carrying

me

him

her

us

them

Exercise B. Practice these sentences aloud to learn the object pronouns: me, him, her, us, and them.

1. I have my English book with me.
2. Mr. Rivera is making a table, and Pedro is helping him.
3. Maria is going to the store, and the twins are going with her.
4. We go to our English class, and Mr. Lucero teaches us every evening.
5. Children go to the nursery every day, and Miss Villa takes care of them.
6. Maria isn't buying cookies for Joe. He doesn't need them.

Exercise C. Use him, her, or them correctly in each of these sentences. Make them refer to the underlined nouns.

1. Men and women come to the HELP Center, and the teachers teach _______.
2. Mrs. Watson is at home today, and Miss Sanchez is teaching for __________.
3. Maria's mother is making a dress for _________.
4. This is Mr. Lucero's book. Please give it to _________.
5. Mrs. Rivera goes to the Center every week, and Mrs. Lopez goes with __________.
6. Children ask a lot of questions every day, and their mothers and fathers answer _______.

Exercise D. Use me or us to refer to the words underlined in these sentences.

1. I have some money with _________.
2. We have some money with ________.
3. We go to class every Thursday, and Mrs. Watson teaches ____.
4. I want to study English. Please teach ____.

Exercise E. Practice the following sentences. Observe that they follow the same pattern.

1. I	want	you	to go	to the store.
2. I	don't want	you	to lose	this money.
3. I	don't want	they boys	to play	on the road.
4. I	want	you	to buy	some eggs.
5. The teacher	wants	us	to study	our lessons.

Exercise F. Practice the following sentences. Learn the patterns.

1.	Please	go	to the store.	All right.
2.		Buy	bread and eggs.	Okay.
3.	Please	make	a list.	All right.
4.		Write	bread and eggs on the list.	All right.
5.	Please	read	the list to me.	Okay.
6.		Wear	your coat.	All right.
7.		Put	this money in your pocket.	All right.
8.		Don't lose	the money.	I won't.
9.		Be	good boys.	We will.
10.		Don't eat	the bananas.	We won't.
11.	Please	help	your sister.	Okay.
12.		Carry	the groceries for her.	All right.
13.	Please	study	the lesson at home.	
14.		Write	some exercises.	

Exercise G. Practice these sentences until they are very easy.

1.	Shall I go to the store for you?	Yes, please.
2.	Shall I wear my coat or my jacket?	Wear your coat.
3.	Shall we read this lesson?	Yes.
4.	Shall we write one or two exercises?	Write two.
5.	What shall we study?	Study Lesson 14.
6.	What shall I wear	Wear a skirt and blouse.
7.	Can we go to the store with Maria?	Yes, you can.
8.	Can I buy some bananas?	Yes, you can.
9.	Can I help you?	Yes, please.
10.	Can I carry the groceries for you?	No, thank you.

Exercise G. In each of the following parentheses, there is a correct expression to complete the sentence, and an incorrect expression. Choose the correct expression and practice the completed sentences.

1. (now, every Saturday) Maria is going to the store for her mother ____________.
2. (now, every day) Pedro is not going to the store ________.
3. (now, every evening) Pedro helps his father ______________.
4. (now, every day) Miss Villa takes care of the children in the nursery _______________.
5. (now, every noon) The children are eating lunch in the nursery ____________.
6. (now, every noon) They eat lunch in the nursery __________.
7. (now, every Tuesday and Thursday) Mr. Lucero teaches an English class ____________.
8. (now, every Tuesday and Thursday) He is teaching __________.

Exercise H. Copy Conversations 2 and 3.

Exercise J. Write the exercises your teacher assigns.

UNIT FIFTEEN

UNIT FIFTEEN TEACHING NOTES

Introducing the past of verbs (other than *be*, which came into Unit Ten) means practicing a great many new words, because the past form even of regular verbs is sufficiently different from the first form to require special attention. Learners of English tend to have more trouble pronouncing regular verbs than irregular ones. Either they give one syllable too much to verbs like *worked* and *studied*, or one too few to *wanted* and *needed*. To the native speaker, the rule for forming the past form from the first form is simply to add - *ed*. This is mostly true in spelling, but *ed* has three pronunciations: *d* in *lived*, *t* in *worked* and *id* in *wanted*. There are rules to cover this, but the application of rules at this time is less satisfactory and more time-consuming than to teach each word separately.

As for the irregular verbs, everyone expects to have trouble with them and so most persons put an extra effort into mastering them. Irregular verbs abound among the words most needed for talking about the commonest activities. *Eat*, *ate*; *sleep*, *slept*; *buy*, *bought*; *sell*, *sold*; *go*, *went* are only a few of them.

After the past forms of the verbs are mastered the major difficulty with the past forms *went*, *bought*, *wanted*, *cooked*, etc., is that in the past negative they do not occur at all. It is well to learn at the outset to say *The twins went, but Pedro didn't go*. It is equally important to learn early to say *Did he go*? *What did she buy*? and the like. In Conversation 4, we read:

What did Maria *write*?

She wrote a list.

Did she *wear* her jacket?

No, she didn't. She *wore* her coat.

Exercises C and D contrast the affirmative of the three tenses studied so far, i.e., the present with everyday, the past with yesterday, and the present with now. The association between the time expressions and the verb forms needs to become very firm indeed.

A supplementary oral practice can be given like this:

TEACHER: Mrs. Sandoval buys bread every day.

Class, please repeat.

The class repeats.

TEACHER: Mr. Lopez, please repeat.

Mr. Lopez repeats.

TEACHER: Yesterday, Mr. Lopez.

MR. LOPEZ: Mrs. Sandoval bought bread yesterday.

TEACHER: Good! Now, Mrs. Bernal.

MRS. BERNAL: Mrs. Sandoval is buying bread now.

Give special drill to the pronunciation of the first and past forms of all the verbs studied so far.

CONVERSATIONS

1

want, wanted	A:	Mrs. Rivera wanted Maria to go to the store for her yesterday.
	B:	Did Maria go?
go, went	A:	Yes, she did. She went to the store for her mother.

2

	B:	Did Maria's brothers go to the store with her yesterday?
	A:	Joe and Albert went with her, but Pedro didn't go.

3

need, needed	B:	What did Mrs. Rivera need at the store?
	A:	She needed eggs, bread, and sugar.

4

write, wrote	B:	What did Maria write for her mother?
	A:	She wrote a grocery list: Eggs, bread, and sugar.
	B:	Did she write bananas on the list?
	A:	Yes, she did.

5

wear, wore	B:	Did Maria wear her jacket to the store?
	A:	No, she didn't. She wore her coat.

6

give, gave	B:	Did Mrs. Rivera give some money to Maria?
	A:	Yes, she did. She gave money to her to buy groceries.
put, put	B:	Where did Maria put the money?
	A:	She put it in her coat pocket.

7

buy, bought	B:	What did Maria buy at the store?
	A:	She bought eggs, bread, sugar, and bananas.

8

am, is, are; was, were	B:	Were Albert and Joe good boys yesterday?
	A:	Yes, they were.
carry, carried	B:	Did they carry some groceries for their sister?
	A:	Yes, they did. Albert carried the sugar, and Joe carried the bananas. Maria carried the bread and eggs.
take, took	B:	Did Maria take care of her brothers yesterday?
	A:	Yes, she did. She took good care of them.

9

	A:	Did you go to work yesterday morning?
work, worked	B:	Yes, I did, and I worked all day.
	A:	What did you do last evening?
	B:	I went to the HELP Center.
study, studied	A:	Did you study English?
	B:	Yes, I did. I studied from 7 to 9 o'clock.

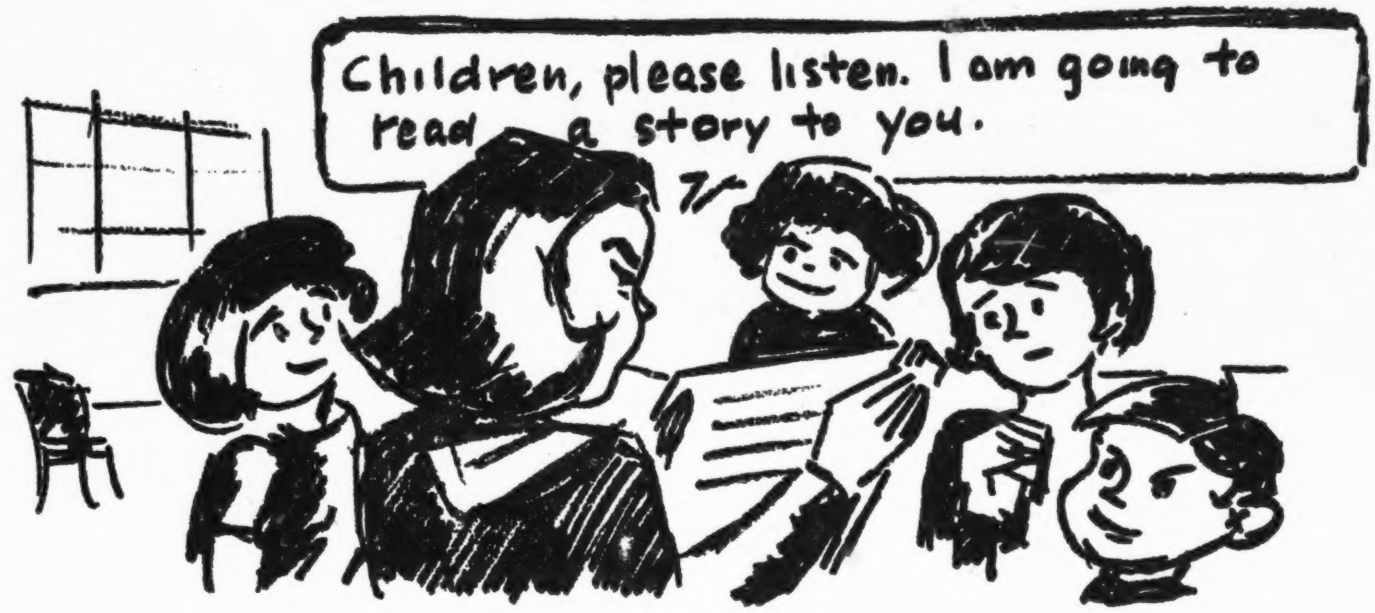
10.

teach, taught	A:	Did Mr. Lucero or Mr. Carter teach the class last evening?
have, had	B:	Mr. Lucero taught it. We had a very good lesson.

11.

	A:	How many children were there in the nursery yesterday, Miss Villa?
	Miss V:	There were fourteen.
	A:	Did you take care of them all day?
help, helped	Miss V:	Yes, I did. Miss Ray helped me.

12.


Children, please listen. I am going to read a story to you.

This young woman is Miss Ray. She is reading a story to the children. The children are listening to the story.

	A:	What did the children do in the nursery all day yesterday?
play, played	Miss V:	They played. They looked at pictures. In the afternoon, Miss Ray read a story to them, and the children listened to the story.

eat, ate	A:	Where did the children eat lunch?
	Miss V:	They ate in the nursery.
sleep, slept	A:	Did they sleep after lunch?
	Miss V:	Yes, they did. They slept in the little beds.
wake up, woke up	A:	What time did the children wake up?
	Miss V:	They woke up about 2 o'clock.
go home, went home	A:	What time did the children go home?
	Miss V:	They went home about 5:30.
come, came	A:	Did their fathers and mothers come for them?
	Miss V:	Yes, they did. They came for them after work.

EXERCISES

Exercise A. Practice imitating your teacher's pronunciation of the verb forms printed in the margin of the conversations of this unit: want, wanted; go, went; etc.

Exercise B. Learn to pronounce the following expressions by repeating them after your teacher.

did

didn't=did not

go to work, went to work

story, stories

listen (He listens), listened

after (lunch)

wake up (He wakes up), woke up

go home (He goes home), went home

Exercise C. Practice the following sentences aloud to acquire a firm association between every day, yesterday, and now and the correct verb forms, as well as with different subjects of the verbs.

1. I study my lesson every day.
2. I studied my lesson yesterday.
3. I am studying my lesson now.
4. You study your lesson every day.
5. You studied your lesson yesterday.
6. You are studying your lesson now.
7. We study our lesson every day.
8. We studied our lesson yesterday.
9. We are studying our lesson now.
10. Mr. and Mrs. Lopez study their lesson every day.

11. They studied their lesson yesterday.

12. They are studying their lesson now.

13. Mr. Lopez studies his lesson every day.

14. He studied his lesson yesterday.

15. He is studying his lesson now.

16. Mrs. Lopez studies her lesson every day.

17. She studied her lesson yesterday.

18. She is studying her lesson now.

Exercise D. Complete each of the following incomplete sentences with work, works, worked, or working. In these sentences today is like now in Exercise C. Practice the sentences.

1. I work every day.

2. I worked yesterday.

3. I am working today.

4. You _________ every day.

5. You _________ yesterday.

6. You are _________ today.

7. We _________ every day.

8. We _________ yesterday.

9. We are _________ today.

10. Mr. and Mrs. Lopez _________ every day.

11. They _________ yesterday.

12. They are _________ today.

13. Mr. Lopez works every day.

14. He _________ yesterday.

15. He is _________ today.

16. Mrs. Lopez _________ every day.

17. She __________ yesterday.

18. She is _________ today.

Exercise E. Complete each answer in this exercise with the past form of the verb. Practice the questions and answers aloud.

1. Where did Mr. Carter go last Sunday?

He _________ to his brother's house.

2. What did Mr. Lucero teach last night?

He __________ his English class.

3. What did Miss Sanchez teach last Thursday?

She _________ Mrs. Watson's sewing class.

4. Did you buy a jacket or a coat last Saturday?

I _________ a jacket.

5. Did you work on a farm or in a factory last summer?

I _________ on a farm.

6. Where did you study English last year?

I _________ at the HELP Center.

7. What did you write last evening?

I _________ my English lesson.

8. Did Mrs. Rivera give money to Maria or to Joe yesterday?

She _________ it to Maria.

Exercise F. Complete the second sentence of each incomplete pair with the first form of the verb. Practice these affirmative and negative pairs.

1. The children ate dinner at the nursery yesterday. They didn't eat dinner there.
2. The children slept at the nursery yesterday afternoon. They didn't __________ there last night.
3. I went to my English class last Monday. I didn't __________ last Wednesday.
4. Maria bought bananas yesterday. She didn't __________ cookies.
5. Albert carried the sugar for Maria. He didn't __________ the bananas.
6. Joe and Albert went to the store with their sister. Pedro didn't __________.
7. Maria wrote a grocery list for her mother. She didn't - __________ a list for her father.
8. Mrs. Rivera cooked potatoes for dinner last night. She didn't __________ onions.

Exercise G. Copy as many of the conversations as you can.

Exercise H. Write the exercises that your teacher assigns.

UNIT SIXTEEN

UNIT SIXTEEN TEACHING NOTES

The three verb tenses already studied come into these conversations. All of Conversation 1 is in the past tense. Conversation 2 contains both present tenses. In Are you taking woodworking this year? this year, like now, is a specific time in the present. When does the class meet? and the reply It meets every Monday are in the present tense associated with habitual action.

These matters of tense need not be spelled out to the class, but the sentences should be clearly understood.

In Conversation 2, we encounter the future with going to and the expression next Monday night in the sentence Are you going to do -- next Monday night? Many other sentences in the unit are in the future tense with tomorrow or some other expression of future time -- though sometimes the time is understood, not expressed.

The class practiced the future of be in Unit Ten. There the form will be was used. Will be comes into this lesson also, and also the form am/is/are going to be. Most of the future tense sentences given for practice in this unit are in the going to form, since that form is much more in use than the will form. Actually, there is no difference in meaning between will and going to.

There are probably too many long sentences in these conversations for all to be memorized. It is suggested that at least Conversations 3 and 4 be memorized, and the others thoroughly practiced.

Exercises D, E, and F tell about the same happenings in three different tenses. Good oral exercises might be done as follows:

TEACHER: The children play every day. Yesterday, Mrs. Bernal.

MRS. BERNAL: The children played yesterday.

TEACHER: Good! Tomorrow, Mr. Ortiz.

MR. ORTIZ: The children will play tomorrow.

TEACHER: That's all right, but going to is better than will in this sentence.

MR. ORTIZ: The children are going to play tomorrow.

TEACHER: Very good! Class, please repeat.

CLASS: The children are going to play tomorrow.

For special pronunciation drill, review the first and past verbs practiced so far.

CONVERSATIONS

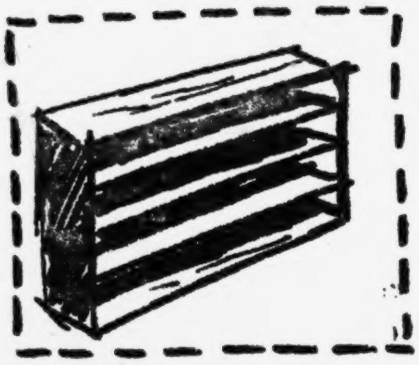
1.

Mr. Cordova: Did you take a woodworking class last year?

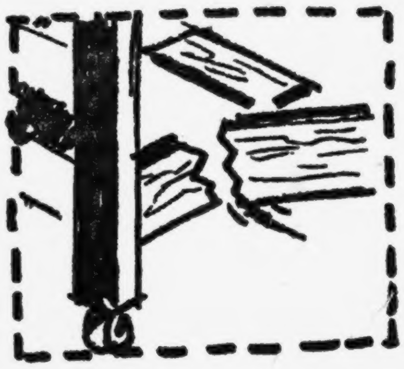
Mr. Lopez: Yes, I did. I took it at the HELP Center, and I liked it very much.

Mr. Cordova: What did you make?

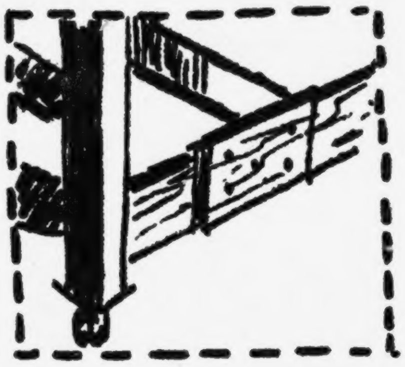
Mr. Lopez: I made a table, I made a set of shelves, and I mended a broken bed.



This is a set of shelves



This is a broken bed.



Mr. Lopez mended this bed.

2.

Mr. Cordova: Are you taking woodworking this year?

Mr. Lopez: Yes, I am.

Mr. Cordova: When does the class meet?

Mr. Lopez: It meets every Monday night at 7:30.

Mr. Cordova: Do you have a good teacher?

Mr. Lopez: Yes, we do. We have a very good teacher.

Mr. Cordova: Are you going to go to woodworking class next Monday night?

Mr. Lopez: Yes, I am. Do you want to go with me?

Mr. Cordova: Yes, I do. Will it be all right?

Mr. Lopez: Sure it will. You can go with me.

Mr. Cordova: Thanks a lot.

Mr. Lopez: Don't mention it.

3.

Mr. Cordova: I am going to take a woodworking class at the HELP Center.

Mrs. Cordova: Oh, that's good! When are you going to begin?

Mr. Cordova: Next Monday night. I'm going to go with Mr. Lopez.

Mrs. Cordova: What are you going to make?

Mr. Cordova: What do you want me to make?

Mrs. Cordova: Well, we need a set of shelves in the kitchen.

Mr. Cordova: Okay. I think I can make some shelves.

4.

Mrs. Cordova: Are you taking a sewing class at the HELP Center this year?

Mrs. Sandoval: Yes, I am. The class meets every Thursday afternoon.

Mrs. Cordova: What are you making?

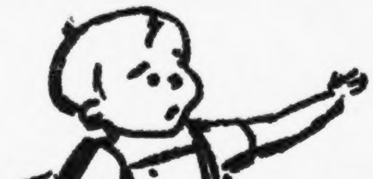
Mrs. Sandoval: Right now I am making baby clothes. My daughter is going to have a baby.

Mrs. Cordova: Oh, you are going to be a grandmother!

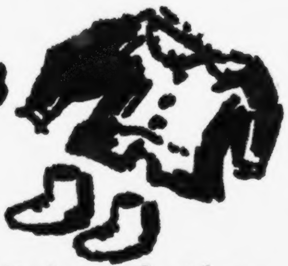
Mrs. Sandoval: Yes, I am.

Mrs. Cordova: Congratulations!

Mrs. Sandoval: Thank you.

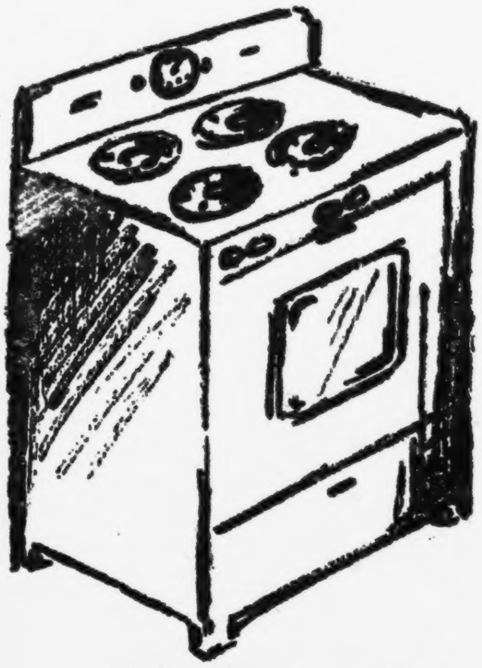


A Baby



Baby clothes

5.


This is a stove.

Mrs. Cordova: Is there a kitchen in the HELP Center?

Mrs. Rivera: Yes, and there is a good big stove in the kitchen.

Mrs. Cordova: Do you take cooking at the Center?

Mrs. Rivera: No, I don't. I take English and sewing, but I am sure there are cooking classes too.

Mrs. Cordova: Can I take a cooking class?

Mrs. Rivera: Yes, I am sure you can. I am going to be at the Center tomorrow, and I will ask about a cooking class for you.

6.

Mrs. Rivera: Mrs. Cordova wants to take cooking lessons. Can she come to a class at the Center?

Miss Sanchez: Sure she can. A new class is going to begin next week.

Mrs. Rivera: When is the new class going to meet

Miss Sanchez: On Monday evening at 7:30. Can Mrs. Cordova come at that time?

Mrs. Rivera: Yes, I think she can.

7.

Mrs. Cordova: What are we going to make in the cooking class?

Miss Sanchez: Well, next week we're going to make cookies. The week after next, we're going to make bread.

Mrs. Cordova: I am sure I am going to like the cooking class, and I think my husband is going to like it too!

EXERCISES

Exercise A. Learn to pronounce these expressions correctly by repeating them after your teacher.

take a class, took a class

(I am) going to (take a class)

shelf, shelves

set of (shelves), sets of (shelves)

men (He mends), mended

broken

meet (It meets), met

(Iam) sure (you can go)

begin (It begins), began

baby, babies

clothes

grandmother, grandmothers

grandfather, grandfathers

congratulations

stove, stoves

(ask) about (a class)

nice

new

at that time

Thanks a lot.

Don't mention it.

Exercise B. Complete each of the following incomplete sentences with *study*, *studies*, *studied*, or *studying*, and any other necessary words. Then practice the sentences. (Either *will study* or *am/is/are going to study* is correct with *tomorrow*, but *going to* is used much more than *will*)

1. I study every day.
2. I studied yesterday.
3. I am studying today.
4. I am going to study tomorrow.
5. You __________ every day.
6. You __________ yesterday.
7. You are __________ today.
8. You are going to __________ tomorrow.
9. We __________ every day.

10. We _________ yesterday.

11. We are _________ today.

12. We are going to _________ tomorrow.

13. Mr. and Mrs. Lopez _________ every day.

14. They _________ yesterday.

15. They ____ _________ today

16. They ____ ______ ____ _________ tomorrow.

17. Mr. Lopez studies every day.

18. He _________ yesterday.

19. He is _________ today.

20. He is _____ ____ _________ tomorrow

21. Mrs. Lopez _________ every day.

22. She _________ yesterday.

23. She ___ _________ today.

24. She ____ ______ ___ _________ tomorrow.

Exercise C. Practice these sentences and learn the going to pattern for talking about tomorrow and other times in the future.

1. I	am	going to	be	at the Center	tomorrow.
2. You	are	going to	like	the class.	
3. Mrs. Cordova	isn't	going to	take	sewing lessons.	
4. She	is	going to	begin	cooking lessons	next week.
5. Mr. Cordova	is	going to	go	to class	next Monday.
6. He	is	going to	make	a set of shelves.	
7. His wife	is	going to	make	cookies for him.	
8. Miss Ray	is	going to	read	to the children	tomorrow.
9. The children	are	going to	listen	to the story.	
10. Mrs. Sandoval's daughter	is	going to	have	a baby	next month.

Exercise D. All of the sentences in this exercise are about every day at the nursery. Practice them aloud.

1. Miss Villa and Miss Ray take care of the children every day.
2. The children play with the toys every day.
3. The children don't go home for lunch.
4. They eat lunch at the nursery every noon.
5. They sleep from one to two o'clock every afternoon.
6. Fathers and mothers come for the children after work every evening.
7. The children don't sleep at the nursery at night.
8. They sleep at home every night.

Exercise E. This exercise is about yesterday at the nursery. Complete the incomplete sentences with the past forms of the verbs underlined in Exercise D. Practice the sentences aloud.

1. Miss Villa and Miss Ray took care of the children yesterday.
2. The children _________ with the toys yesterday.
3. They didn't go home for lunch yesterday noon.
4. They _________ lunch at the nursery.
5. They _________ from one to two o'clock yesterday afternoon.
6. Fathers and mothers came for the children after work last evening.
7. The children didn't sleep at the nursery last night.
8. They _________ at home.

Exercise F. This exercise is about tomorrow at the nursery. Make sentences 4-8 fit tomorrow by inserting are going to or aren't going to before the simple verb of the corresponding sentences in Exercise D. Omit don't in 3 and 7. Instead of every day, etc., use tomorrow, etc.

1. Miss Villa and Miss Ray are going to take care of the children tomorrow.
2. The children are going to play with the toys tomorrow.

Exercise G. Copy as many conversations as you can.

Exercise H. Write the exercises your teacher assigns.